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ABSTRACT

In 1994, the Department of Public Instruction/Bureau for Vocational Education (DPI/BVE) proposed performance standards and measures that dovetailed into the existing secondary vocational data system. Tech prep and youth apprenticeship options were provided to all people and groups. Services provided to single parents, displaced homemakers, and single pregnant women were in most demand by category. Teen single parent projects funded in fiscal year 1994 included the following: half-credit vocational courses, "Teen Pregnancy Prevention" road shows, preemployment training leading to supervised on-the-job training at a community-based training site, nontraditional career experiences, career planning curriculum, and coordination of service with the regular school program. Wisconsin's secondary equity efforts were concentrated in these areas: regional staff development/technical assistance, statewide equity leadership, and demonstration/development/research projects promoting nontraditional career options. Academic remediation and expanded remedial vocational instruction were provided in youth correctional institutions. Other accomplishments included services provided to special populations, state leadership and professional development, the community/vocational education program, and consumer and homemaking education in depressed areas of the state. Tech prep continued to be led by a grassroots organization called the Tech Prep Leadership Group. (Appendixes include descriptions of exemplary activities and a table of Tech Prep Performance Measures.) (YLB)

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Wisconsin Secondary Vocational Education

Annual Performance Report

1994

Instructional Strategies Team

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I. Performance Standards and Core Measures

o Describe the progress made in developing, articulating, and implementing the statewide system of performance standards and core measures for secondary, post secondary and adult levels.

A five-member subcommittee in the Department of Public Instruction/Bureau for Vocational Education (DPI/BVE) was formed to develop a proposal for the state's core of performance standards and measures. The first task of this subcommittee was to gather information related to the development of performance standards and measures. The subcommittee members reviewed the Carl Perkins Act (primarily sections 115-118, 421, & 423) as well as the draft version of the rules and regulations designed to administer the Act. A literature review was conducted via the DPI Library. The subcommittee also contacted counterparts in 16 states to determine what type of measures were being considered by each. One subcommittee member attended the 1991 AVA Convention in December to attend workshops related to the development of performance standards and measures and returned to present this information to the remainder of the subcommittee.

While this subcommittee work was proceeding, the DPI sought consensus among education groups and the Executive Branch to change the student assessment system in the state. The product of this effort, the Wisconsin Student Assessment System, calls for:

❑ establishing an assessment system that includes testing, portfolios and other performance-based measures;

❑ designing a 10th grade Gateway Assessment that is a logical extension of previous assessments and serves as a certificate of initial mastery that is integral to future educational and career planning; and

❑ improving assessment literacy among teachers and school administrators.

In legislation which was passed in March 1992, tests would be developed designed to measure pupil attainment of knowledge in the 8th and 10th grades. Tests would be administered voluntarily by school districts in 1992-93 and be required in 1993-94. Existing competency-based testing program and achievement testing requirements (state Standard "S") would be eliminated.

With this wealth of information and the consideration of the impending development of statewide student assessment coupled with a short period of time in which to develop and implement a state core of performance standards and measures, the decision was made to implement a system that would meet with initial compliance to the Act and phase-in other measures as they evolve.

Five performance measures were proposed which would meet the rules and regulations of the Carl Perkins Act . These five measures were presented to the school district attendees at the eight Carl Perkins Application Workshops which were held during the first two weeks of January, 1992.

As per the request of the Committee of Practitioners (December, 1991 meeting), school districts were asked to provide feedback about the proposed measures by February 1, 1992. Five letters were received regarding the proposed measures.

Based on the feedback received and information gained from a member's attendance at the NCRVE *Workshop on Performance Standards and measures for Vocational Education* on March 27, 1992 in St. Louis, Missouri, the subcommittee modified the proposed performance standards and measures which were later approved by the BVE staff and forwarded to the Committee of Practitioners for their April 23, 1992 meeting which were then adopted by the Committee.

DPI/BVE Operational Process for Performance Standards and Measures

One concern in developing the performance standards and measures for the secondary level was the necessity of collecting information and data from the school districts and then in turn processing it at the state level. State data collection systems vary greatly across the country. Idaho, Washington and New Hampshire are not developing a state data collection system for their system of performance standards and measures, but rather each school district will collect the data, summarize, analyze and report to the state if it met standards. New Mexico will collect all data and then decide who has met the standards.

Since Wisconsin has had in the past and continues to operate a secondary vocational data system (VEDS, now VEERS), it was felt that any measure and corresponding standard developed must fit into that system. As a result of that feeling not to impose additional information reporting requirements on school district's or state's resources, all proposed performance standards and measures do dovetail into the existing secondary vocational data system and is manageable. This system has resumed data collection in late Spring, 1992.

Premises

Each school district will be considered a separate entity for the purposes of this section regardless if the school district is participating through a 66:30 agreement, Cooperative Education Service Agency (CESA) contract, or individually.

A school district's enrollment data collection costs can be covered under either the 5% administrative monies of a Title IIC allocation or through project monies if a request is written in the project proposal through the means of evaluation.

A school district's remediation plan to come in compliance with the performance standards and measures as specified in Section 117(b) of the Carl Perkins Act of 1990 will be paramount in the school district's formula allocation application for the following year. Depending on the school district's plan, it would be able to expend up to its Title IIC allocation for this purpose.

Operational Process

1. School district submits enrollment data to DPI/BVE. (see VEERS field manual)
2. Data processed by DPI/BVE.
3. A district profile document is developed from the school district's processed enrollment data. The district profile document will show the current reporting year's performance against each measure's standard and previous year's performance so that progress may be gauged.
4. The school district will then be mailed a copy of the district profile. If the school district failed to meet any standard for a baseline reporting year or failed to demonstrate progress in meeting a measure's standard, a notice of deficiency would also be included in the mailing with the copy of the district profile.
5. The school district will have 45 days to respond to the notice of deficiency from the date of postmark; wherein the district states reasons for failure to meet the measure's standard or progress towards, then outlines a plan of action made in consultation with local interested parties per Section 117(b) of the Carl Perkins Act of 1990 that would result in achieving progress towards the standard. The response from the school district may include a request for modification to the standard due to economic, geographic, or demographic factors or characteristics of the population served by the school district upon notice of deficiency per Section 115(a).
6. A DPI/BVE team of consultants assigned to the school district will read the response to notice of deficiency and either approve or disapprove the school district's local improvement plan or request for standard modification.
7. One year after a plan of action has been filed by the school district and the school district continues to show no progress in meeting a measure's standard, a team of BVE consultants will then meet with the school district and interested parties of the school district to develop a joint plan of action as specified within Section 117(c) of Carl Perkins Act of 1990.

o *Briefly discuss the coordination procedure(s) for using existing resources and methods from other agencies with vocational-technical education (JTPA, JOBS, etc.).*

See above.

o *Describe the contribution of the Committee of Practitioners to the development of the statewide system of performance standards and core measures.*

See above.

o *List and describe the performance standards and core measures developed and used to assess vocational-technical education students' progress (e.g., retention in school, competency attainment, etc.), and the impact this has made on these programs.*

Secondary Vocational Education Standards and Measures

1) The first measure and standard addresses CPA Section 115B(1). Wisconsin has in place definitive graduation requirements applicable to all students; therefore, this is simply an affirmation of that fact.

Measure	Standard
A vocational education participant will demonstrate basic and advanced academic skills as evidenced by their successful completion of 4 credits of English, 2 credits of math, 3 credits of social studies and 2 credits of science or their equivalents consistent with Wisconsin State Statute S.118.33.	A school district receiving CPA vocational education funding will meet the measure by complying to Wisconsin State Statute S.118.33 in regards to its vocational education participant graduates.

2) The second measure and standard addresses CPA Section 115B(2)(C). The standard was selected based on a realistic increase over current data.

Measure	Standard
A vocational education participant will have a graduation rate that is equal or greater than the graduation rate for the school district's total student population.	A school district will increase its vocational education participant graduation rate by a factor of 1.05 over each preceding year's rate until such time as a 95% graduation rate is met.

3) The third measure and standard addresses CPA Section 115B(2)(C) in part. The measure and standard reflects the philosophy that informed secondary choices should carry forward past graduation.

Measure	Standard
Rate of vocational education participant graduates that are engaged in further training or education, military duties, or employment related to their instructional program area, will be greater than the rate of vocational education participant graduates that are engaged in further training or education, military duties, or employment unrelated to their instructional program area.	A school district will increase its rate of vocational education graduates who go on to activities related to their instructional program area by a factor of 1.05 over each preceding year's rate until such time as a 90% rate is met.

4) The fourth measure and standard addresses CPA Section 115B(3) and was developed to ensure that the school district was making vocational education accessible to special populations.

Measure	Standard
Rate of participation of special populations in vocational education will be equal to or greater than the rate of participation of the district's general population in vocational education.	A school district will increase its vocational education participant rate of special populations by a factor of 1.05 over each preceding year's rate until such time as the rate is equal or greater than the participant rate of the school district's general population in vocational education.

5) The fifth measure and standard was developed to ensure that the school district addresses the issue of equity within the area of vocational education.

Measure	Standard
Rate of participation within any vocational education program by each gender will exceed 25%.	A school district will increase its vocational education participant rate by either gender within an instructional program by a factor of 1.05 over each preceding year's rate until such time as the rate is greater than the participant rate of 25% for each gender within the instructional program.

It is important to note that a standard may contain both a threshold rate or number for compliance and also a means on which to gauge realistic progress in meeting the standard for compliance.

o *Document the percentage of LEAs that implemented the statewide system of performance standards. Also, document the percentage of LEAs that met the performance standards in the statewide system.*

FY '92 Standards and Measures Performance

In May 1992, technical assistance workshops were held throughout the state of Wisconsin for school districts participating in FY '92 CPA Title IIC projects wherein DPI/BVE personnel informed the school districts of the adopted Standards and Measures. The school district personnel in attendance were instructed on both the premises and operational procedures for compliance to the Standards and Measures. Since the workshops, DPI/BVE personnel have provided assistance to school districts on an individual basis as questions or problems have arisen.

In June 1992, data collection was resumed by DPI/BVE under a new redesigned system called VEERS (Vocational Education Enrollment Reporting System). Enrollment data from FY '92 IIC participating school districts was collected and processed that in turn formed the basis of the district profile which was disseminated to each of the FY '92 participating school districts in late August, 1993. This district profile called for under the operational process was strictly informational for FY '92; however, it put the school districts on notice of their compliance to the five Standards and Measures and in particular the strict threshold rate found in each measure's standard. FY '92 data will be utilized for baseline information in gauging a school district's progress in relation to the rate of improvement found in each measure's standard when the district profile is disseminated in late August, 1994 for FY '93 compliance.

The Committee of Practitioners in their May 14, 1993 meeting reviewed FY '92 standards and measures data gathered to that date and also the operational process.

FY '93 Standards and Measures Performance

Currently data collection and processing of FY '93 enrollment data is under way with FY '93 IIC participating school districts being informed of their compliance in late August, 1994 as was stated above. FY '93 will begin the first year of the official full implementation of the operational standards and measures process.

FY '94 Standards and Measures Performance

FY '94 enrollment data collected through the Vocational Education Enrollment Reporting System (VEERS) is currently being processed for four measures with the second round of data reflecting the final measure of graduate follow-up has yet to be collected and processed in spring, 1995. As in the previous fiscal year, the information will be disseminated to participating school districts in August-September, 1995. FY '95 participating school districts covered under the standards and measures provision total 339 which represents 89% of the 380 school districts operating high schools in the state of Wisconsin.

Technical assistance to participating school districts is an ongoing process but has shifted from meetings to telephone and written correspondence by department personnel due to budget constraints, loss of personnel, and a department reorganization during FY '94.

The Committee of Practitioners met on September 20, 1994 to review and discuss FY '93 secondary standards and measures results. The Committee decided after discussion to forgo any changes to the system at this time since FY '93 represented only the second year of implementation and only the first year of formal adoption.

FY '93 secondary standards and measures results were then forwarded to participating school district administrators and fiscal agent Local Vocational Education Coordinators (LVEC) in November, 1994. This correspondence included the district profile, a memo covering the process and timeline for remediation of deficient standards or measures, and a memo on strategies a school district may utilize to increase the school district's equity participation which is one of the secondary standards.

FY '93 showed a total of 323 participating school districts representing 85% of the 380 school districts operating high schools in the state of Wisconsin. Of these 323 school districts, there were five school districts in compliance with all five standards or 2% of the participating school districts in FY '93. The tables representing FY '92 and '93 secondary standards and measures compliance data for the state of Wisconsin are located in the appendix.

o *Document how the State assisted the LEAs in overcoming difficulties in developing and implementing a statewide system of performance standards.*

See above.

II. Secondary, Post Secondary, and Adult Occupational Programs Services and Activities

o *Number of students served.*

See attached table.

o *Types of secondary institutions conducting programs.*

K-12 public school districts
Correctional institutions for youth

o *Summarize achievements of programs, services & activities per Section 235 of the Law.*

Achievements of Programs, Services and Activities

Planning: *Federal funds were used to design a program, service, or activity to meet this State objective.*

Development: *Federal funds were used to generate a program, service, or activity to meet the State objective.*

Implementation: *Federal funds were used to conduct a program service, or activity to meet this State objective.*

PLAN		DEVELOP		IMPLEMENT		GOALS/OBJECTIVES
No. District	No. H. S.	No. District	No. H. S.	No. District	No. H. S.	
						GOAL 1: To provide Tech Prep and youth apprenticeship options to all people and groups equally and without discriminations.
119	138	183	205	195	220	*OBJECTIVES* *1.1* To develop and implement broad based curriculum and instruction that is directed toward meeting the needs of an increasingly more diverse student population, utilizing DPI guides, standards and materials.
109	131	151	173	241	272	*1.2* To assess & identify the career interests of individual students and provide career counseling resulting in access to educational and career programs related to student interest and proficiency.
99	122	166	184	233	267	*1.3.* To provide students with a wide variety of training and experiences (resulting in better educated, more fully developed members of society).
98	117	134	150	268	301	*1.4.* To provide equal opportunity and support services for learners in special populations and minorities to succeed in the total vocational education program.
						GOAL 2: To develop Tech Prep and youth apprenticeship options that continually and systematically respond to the trends and demands of the marketplace.
122	146	216	241	137	163	*OBJECTIVES* *2.1.* To develop educational program competencies that are reflective of the labor market.
115	137	191	217	177	208	*2.2.* To assist teachers in developing professional and instructional competence reflective of current and future labor market need.
117	138	152	175	207	240	*2.3.* To provide students with multiple, relevant and up-to-date experiences which will assist in entering the workplace in the area of their preparation and/or to succeed in post secondary experiences.

PLAN		DEVELOP		IMPLEMENT		GOALS/OBJECTIVES
No. District	No. H. S.	No. District	No. H. S.	No. District	No. H. S.	
						GOAL 3: To amplify and expand the "whole person" concept of education within Tech Prep and youth apprenticeship options.
129	151	154	175	186	215	*OBJECTIVES* *3.1.* To emphasize the mission of the total educational system to develop the "whole person" in each student.
112	135	160	184	207	235	*3.2.* To provide opportunities for students to develop a foundation of educational competence related to family, work and community life.
101	120	138	157	225	256	*3.3.* To expand educational opportunities for students to develop leadership, personal and interpersonal skills.
106	128	170	191	214	246	*3.4.* To provide opportunities for students to develop academic and vocational competencies reflective of the knowledge, attitudes, and skills desired in the labor market.
						GOAL 4: To elevate and extend standards of excellence in classroom and laboratory instruction, supervises experiences and student organizations.
127	149	179	205	173	205	*OBJECTIVES* *4.1.* To develop the three strategies (work prep, tech prep, college prep) which organize educational experiences and to emphasize occupational options in connection with the Education for Employment standard.
119	155	194	209	173	198	*4.2.* To encourage academic and vocational integration of the total educational program.
129	153	193	214	130	158	*4.3.* To provide vocational education programs organized on broad career/occupational clusters and integrate academic competencies.
115	137	175	195	193	197	*4.4.* To provide vocational programs that develop general, transferable competencies which facilitate students' abilities to utilize a wide range of technologies.

PLAN		DEVELOP		IMPLEMENT		GOALS/OBJECTIVES
No. District	No. H. S.	No. District	No. H. S.	No. District	No. H. S.	
						GOAL 5: To provide leadership and cultivate strong partnerships in the total educational system and with business, industry and labor.
114	136	147	172	223	254	*OBJECTIVES* *5.1* To provide leadership efforts to develop coordinated secondary and post secondary competencies, which facilitate student transition into any VTAE district or program.
116	135	156	177	228	261	*5.2.* To promote and assist development of partnerships between education, business, industry and labor which result in training systems becoming and remaining current.
119	134	190	215	197	228	*5.3.* To encourage development of collaborative efforts of instructors and related personnel to integrate academic and vocational education in secondary schools and with the post secondary level.

III. Single Parents, Displaced Homemakers and Single Pregnant Women

- *Total number of single parents, displaced homemakers, and single pregnant women served at secondary level.*

1583

- *Description of services provided in single parents, displaced homemakers, and single pregnant women.*

These services are in most demand by category and received by more than 250 students during FY '94. Out of the twenty-three supportive services available, only eight are being focused on for the purpose of this report. The list below is based on 250 or more students using these services:

Mentoring--1581

Support Groups--707

Reduce Class Size--610

Home Visits--538

Community Agency In-School Availability--327

Special Populations Coordinator--295

First Class Period "Check-In"--285

Supplemental Assessment Services--261

DPI's program had made an effort not to discriminate based on gender even though the majority of participants are still female. Overall totals for supportive services were 6602 and are arranged by the following age groupings:

Below age 14:	Males	0	Females	372	Total	372
Age 14-15:	Males	20	Females	1201	Total	1221
Age 16-17:	Males	88	Females	3091	Total	3179
Age 18 +:	Males	84	Females	746	Total	1840

This project was developed to address the complex education and training needs of teen single parents as at-risk students--strategies and techniques must continually be refined and defined. Local single parent educators, local education agencies, and CESAs continue to request information on model programs, practices and state-of-art materials and software.

The state level project has provided staff development and technical assistance to single parent coordinators, LVECs and educators. The project purchased written materials and updated audiovisual resources that were loaned to school districts and CESAs. Also it paid for the printing, photocopying, and mailings to teen single parent and at-risk educators. The teen single parent memo provided an opportunity for advertising materials developed in the field and a vehicle for projects to communicate with each other. It kept school districts and others informed of technical assistance opportunities available for teen single programs from the DPI.

New state and DPI initiatives and proposed changes in current state laws made it necessary to provide in service to program personnel. Communication regarding Wisconsin welfare reform and Learn Fare legislation, proposed changes in Children-At-Risk and child care programs as well as sharing current and innovative resource materials being developed in the field were part of the in service. Listed below are some of the leadership activities made possible by this grant:

❑ Orientation Meeting September, 1993 was held in Manitowoc--There was an overview of CPA funds, the how-to and don'ts, complimentary start-up packets which contained reporting forms, students participation enrollment forms, and names and telephone numbers of people to call for help and how to request technical assistance, and a question/answer session followed on state initiatives that impact programming to Teen Single Parents.

❑ Roundtable February, 1994, Steven Point—This year a speaker from Ohio presented The GRADS program. This provided the coordinators with a different view of how SAPAR and the CPA Teen Single Parent programs could function as a team. The participatory workshop also focused on resolutions of programmatic and fiscal problems, gathering and using data, local staff identified issues, and new challenges facing practitioners. The data indicated that almost all students were in vocational programs--but only pre-vocational activities and not in vocational course work. The future program directions and a plan to address program needs for increased technical assistance needs were discussed.

❑ CPA Single Parent State Level Leadership and Development--Co-sponsored the AHANA Leadership Conference entitled : AHANA Leaders: Keepers of the Community, Learning to Build and Preparing for the Future. The conference was held on February 4-6, 1994 at the University of Wisconsin-Madison. There were over 300 students of color from 17 school districts that participated. This was the first time teen single parents had been participants at this conference. The leadership conference was created to provide young people of color with an opportunity to stay on campus for the weekend and experience college life. Most important was the opportunity to tour a college and the various schools on the campus and obtain information on what supportive services are available and how to apply for them. The group discussions and topics were beneficial since these young people may be the first to attend college in their families.

❑ Resources--Materials developed were *Success Skills Curriculum Guide for Teen Single Parents* . This is a camera-ready companion curriculum to *The Career and Planning Curriculum for Teen Single Parents.* The curriculum has a total of 90 hours based on the Wisconsin Developmental

Guidance Competencies with National Career Development Guidelines-Student Indicators. Twelve major competencies covered included:

- self assessment,
- setting realistic goals,
- impact of course selection,
- coping with change,
- conflict resolution,
- understanding one's own capabilities,
- establishing an independent identity,
- responsibility for personal decisions,
- expectations for employment,
- roles related to career choices,
- up-to-date employment opportunities, and
- strategies to reach career goals.

❑ Equity and Race Competency Survey--Assisted in the development of an Equity and Race Survey which was an interagency effort of state level program administrators and coordinators. This document provides a framework from which to compare, contrast, and plan programming at the local level for young girls and teen single parents. This survey would assist local program providers, coordinators, and schools with a way to self-identify their staff competence in the area of race and equity and then use the results to effectively address these issues and develop the skills to effectively involve and create an organizational environment that welcomes all regardless of race or gender.

This survey has been presented to other state agencies and conferences such as the UW-Madison Extension, the 4-H conference held in Wisconsin Dells, UW-Parkside, Racine, Women's Studies Conference, Wisconsin Adolescent Pregnancy Prevention Services Board, and Briar Patch, a community based organization.

Plans are being developed to have UW-Stout field test the survey through the Equity Cadre members that are CESA-based.

❑ Intra- and Inter-Agency Meetings--Attended the following meetings on behalf the DPI and related issues to the CPA Teen Single Parent Program:

- Choices Initiative Interagency Council which includes quarterly and working subcommittee meetings--50 (fifty) meetings,
- Wisconsin Women's Network Task Force on Child Care Committee--35 (thirty-five) meetings,
- State Superintendent Urban Initiative's Planning Committee--12 (twelve) meetings,
- Urban Networking group--13 (thirteen) meetings,
- Wisconsin Adolescent Council School Age Parent (WACSAP) appointed in 1993-- attended 6 (six) standing meetings and 20 (twenty) conference planning meetings,
- CPA-Teen Single Parent Program--co-sponsored the WACSAP Conference, and
- Wisconsin Equity Leadership Meetings--attended 4 (four) workshops.

❑ Leadership and Staff Development--Tech Prep Conference: Transition from High School To Post Secondary Education, October 24-28, 1993. The Single Parent Coordinator was a part of the

department team that attended the National Tech Prep Conference in Atlanta, Georgia that sought new ideas and ways to assist educators in Wisconsin in planning programs, coordinating resources, and establishing links necessary for all students and at-risk youth to attain post secondary education and training. Also examined was how program people could and should make the tech prep connection on behalf of all students and at-risk youth.

- American Vocational Association--This conference was held in Nashville, Tennessee in December, 1993. A representative from the Department of Education, Vocational-Technical Education, spoke to the group about the monitoring process, the approval process for state plans, and the reauthorization. The Single Parent Coordinator took advantaged of this opportunity to ask questions relative to the program area. This is one the most valuable conferences to connect with others in the field and to get the most current thinking and programming ideas for Wisconsin's Carl Perkins Teen Single Parent program.

- Updated Materials and Resources—Purchased audio-visual materials, reprinted documents, and purchased supplies and materials that supported marketable skills acquisition, non-traditional careers, and activity guides related to future emerging occupations in technology and vocational education.

o Description of Services Provided by Teen Single Parent Projects Funded in FY '94:

List below is a sampling of the work being performed in the field on behalf of the Teen Single Parents in Wisconsin. It was very difficult to select just one or two exemplary programs because all of these projects have demonstrated special methods that are unique to their communities. The projects listed below are both rural and urban:

Beaver Dam Unified School District

Twenty-four teen single parents were served during the 1993-94 school year. All of the participants this year were enrolled in at least half credit vocational courses. Three half-day technology education workshops, funded through Carl Perkins Teen Single Parent grant, were co-sponsored by the SAPAR Program and vocational technology education department for all teen parents and their mentors. The workshops were held on Saturday mornings with the technology education instructors guiding students and their mentors through numerous hands-on activities focusing on skills and processes used in vocational careers. The modules consisted of: automotive, CAD, metal fabrication, power tools and their uses, graphic arts, home building and repairs, woodworking, and mass production. The workshops were extremely well attended and very instructional. The vocational education department workshops will be continued.

Carl Perkins Teen Single Parent grants also provided funds for the purchase of a Macintosh computer and Success Maker software systems to strengthen basic academic skills and facilitate opportunities for credit make-up, acceleration and/or High School Equivalency Diploma (HSED) preparation. A multitude of uses are being investigated by the school district for this system.

Another area teen single parents participated was in MATC's nursing assistant summer training program. After completion of the eight-week course, the teen parent will be certified to work as an Nursing Assistant at any health facility. This example of collaboration of funds and programs will greatly promote school-to-work transition success for this young woman who plans to attend MATC's Registered Nursing Program after graduation in June, 1995. This is an opportunity for SAPAR students to earn vocational school credit while still in high school.

A Teen Parent Resource Guide containing information about various services offered by community, county and national agencies was assembled and will be printed this summer. The booklet will be available to all teen parents, grandparents, and personnel who work with teen parents.

The Community Mentor Program, jointly sponsored by Beaver Dam High School and Lutheran Social Services, was successfully coordinated by a new coordinator. Group as well as individual activities were well attended. The number of community residents volunteering to be mentors has grown considerably and most SAPAR students were able to be matched with a personal mentor. Group activities included: holiday party, line dancing, graduation party, pizza party and tech education workshops.

CESA # 3

An exemplary portion of CESA #3 Teen Parent Program for the 1993-94 school year has been the "Teen Pregnancy Prevention" road shows. The teen parent coordinators have taken teen parents to a number of schools and presented a panel discussion on the realities of being a teen parent. The students spoke candidly about the demanding schedule to be maintained in order to juggle school, work and family.

Programs were presented at Potosi High School, River Valley Middle School, Lancaster High School, Shullsburg High School, and Dodgeville High School. A CESA #3 Teen Conference was held at UW-Platteville; . This perspective of teen parenting may hopefully reduce the number of teen pregnancies in the future. When students grasp the realities and difficulties that comprise teen parenting, perhaps they will think more realistically about the importance of sexual responsibility.

As a result of the CESA #3 Teen Single Parent Connection, at least 25 teen parents received counseling and intervention services in order to keep them in high school and progressing towards graduation. Previous drop-outs are encouraged to either go back to school, obtain a GED or HSED, or to enroll in the new Southwest Wisconsin Alternative School (SWAS). The CESA #3 Teen Single Parent Program has a transition plan that will help the teen parents they work with make a successful transition into a post secondary institution, youth apprenticeship, or the world of work.

The child care and transportation funds are helping two students stay in school that otherwise would have had a difficult time paying for this service. A toll free 800 number is offered so that these services can be easily reached by all students. Both coordinators also provided home phone numbers so that help and guidance is only a phone call away.

A support group of peers is an extremely important aspect of this Teen Parent Program. In schools with a number of students enrolled the support group makes itself. Sharing personal problems and the frustrations of teenage parenting encourages a feeling of rapport among students. Rural Wisconsin is conservative. Even though some of the schools being served may only have one teen single parent in any given year, the coordinators of these areas are committed just as strongly about serving that school as one with more teen single parents. By reaching each isolated student, the coordinators stand a greater chance of making a positive impact on that individual's life, thereby increasing the student's chances of becoming a self-sufficient citizen. The coordinators encourage networking between teen parents to lessen the affects of isolation.

In rural communities teen parents often feel isolation and stigmatization because of the parenting status. With so few teen parents in each school, this program serves a definite need in cushioning these students from such isolated feelings and breaks the isolation. By providing adult mentors to teen single parents, the program can help fill the gap that exists within the local schools.

The adult mentoring and teen parent program matches each teen single parent with a teen single parent advocate from the home school. This facilitates easier communication between the CESA #3 office and the students. Job shadowing experiences in the career area of interest are provided for as many students as possible.

The inclusion of adult mentors within the students' community is encouraged to benefit the individual student and to encourage support for the teen single parent program. Informed school staff and community members benefit both the individual student as well as the program as a whole. Job shadowing and apprenticeship programs serve to strengthen ties within the community. Speakers

from the local community serve to act as effective role models and support people who can be utilized in a variety of ways.

The curriculum used stresses self-sufficiency life skills training which includes: goal setting, budgeting, money and time/resource management, assertiveness, financial aid availability, and leisure and recreation. These studies attempt to teach students to build and use the support networks developed after leaving the program. Many students hold part-time jobs while finishing high school. Many of them intend to keep present jobs while pursuing further education and training in the field of their choice.

Eau Claire School District

All 90 of the students are involved in a training sequence that involves pre-employment training that leads to supervised on-the-job training at a community-based training site. The final phase of the training was done in conjunction with private employers. As part of the training sequence, participants are involved in vocational guidance and counseling. Activities include administration of the California Occupational Preference Survey and related activities. In addition, Madison Area Technical College worked with each participant administering the Career Planning Profile and following up with counseling relating to occupational skills as well as counseling about future opportunities within the Wisconsin Technical College System. Also as part of this sequence, students were exposed to non-traditional careers by guest speakers and use of specialized curricula that include The Career Awareness series and Life Planning Skills developed by The Wisconsin Center for Education and Work.

In support of the student's success in school, the program provides support, in some cases, for day care and transportation. Title XX provides most of the support in this area and is always sought; but Carl Perkins funding is at times used as a supplement. For example, we have provided short-term support when a student's application for Title XX is pending, or to provide taxi transportation on the coldest days when the baby as well as the parents are involved. Weekly counseling was provided for all participants in the off-campus school during the first semester. The vocational counseling support groups at North and Memorial High Schools were delayed because of the lateness of funding and the need to identify and work with the additional 20-30 newly identified teen single parents. However, the first vocational support group and individual career counseling sessions have been held with ten students at North and Memorial High Schools.

The project continued to maintain and expand its network with Human Services through their Learn Fare, JOBs, Title XX, AFDC, and other programs. Child care and transportation services were continued. New difficulties arose in the area of child care and this year a grant for Child Care Expansion Grant Money from the Health and Social Services was written. Twenty-eight students were assisted with child care and ten were provided with transportation assistance. In addition to utilization of this grant, the school district added a half-time SAPAR person for the remainder of the school year, expanded the physical capacity of the on-site child care center at North High school, and added equipment and staff to the child care center which was opened last year at Memorial High School.

The project staff also served as an area resource. Several times the press interviewed staff members. A presentation was made in March at the Leadership Eau Claire Education Day, a group of business and professional leaders within the community. Also there will be networking with other programs within the school district serving single parents such as SAPAR and in-house child care programs. Cooperative arrangements have continued with the following agencies: Eau Claire County Department of Human Services, Eau Claire County Visiting Nurses, Chippewa Valley Technical College, displaced homemakers, single parent, adult basic education, JOBs programs, JTPA program, CESA #10, Private Industry Council, Guidance Clinic, Lutheran Social Services, food pantries, city-county jail, Huber division, and Northern States Power Company.

Menominee Indian Jr. & Sr. High Schools

The program has been successful in pooling all of the various support agencies and resources together and provide unique, but beneficial programs to its teen single parents. Together with School Age Parent Program (SAPAR), in-school nursery and special transportation, Adolescent Pregnancy Prevention facilitator, women's personal health nurse, JTPA Program, and the At-Risk Program, the program has been able to provide a united partnership from which the students can benefit and receive comprehensive services. This coordination has removed a lot of the frustration and provides a seamless delivery of service so that many students are not aware of them. Collaboration of this kind has proven to be most effective because none of the opportunities available to the students are omitted and it makes the grant coordination smoother. Summer school, one-on-one meetings, night school and the computer/careers after-school class were very beneficial. The program alternated career speakers (Tues. nights) and basic computer lessons (Thurs. nights). Attendance was not mandatory and yet there was high attendance for each class. Child care after hours, ongoing identification, job shadowing for four students, work experience for two JTPA students , technical school and university applications sent out, ropes course, Outreach, and visits to technical schools and universities were some elements that made this a successful venture.

Milwaukee Public Schools

The grant provided services to students in the Milwaukee Public Schools (MPS). Demographically the students in the MPS district come from low economic, multi-ethnic backgrounds. The students range in ages from 15-20 and grades 9-12. Students in grades 6-8, ages 10-16, receive advocacy services not funded through the Carl Perkins grant.

During the fiscal year, over 1300 students were served. Some of the important activities achieved during the year were:

- providing new single parents with vocational career interest inventories,
- non-traditional vocational field trip,
- annual non-traditional career workshop, and
- MATC field trips.

Approximately 44 students participated in job shadowing and the Kiwanis Club volunteered their members to shadow Lady Pitts students. Students enrolled in vocational courses were referred to counselors for enrollment in appropriate courses. After school ninth-hour courses were functional second semester in basic skills and through other grant money. Graduating seniors were referred to counselors for post high school programs in progress.

There were two evening classes (3-7 p.m.). One evening a week was very effective for reaching the upper class population. The door to door bus transportation was essential for safety of students. Providing an evening meal (lunch) was important despite many fast food restaurants in the neighborhood (paid for out of different grant). Day care was not as important for evening courses as it is during the day. Concentrated short-term classes are more effective for evening programming. Goals are achieved in fewer days. Additional funding will be sought for job training in additional areas; i.e., word processing and medical assistant.

Oshkosh

This program served 60 teen single parents during the year. It also served a number of other students that were not teen single parents by doing pregnancy prevention presentations in classes. Throughout the year, of the 60 students served, 15 graduated from high school. Three of these students plan to further their education by attending UW-Oshkosh and nine others plan to attend Fox Valley Technical (one student is enrolled at School of Hair Design and one of the students attending UW-Oshkosh is a WACSAP Scholarship recipient).

Together with Appleton Public School's teen single parent program and the Fox Valley Technical College, Oshkosh worked to plan and develop an annual conference. It is a very important tool in working with not only the teen single parents in Oshkosh but in the rest of the Fox Valley area. Over 130 students were in attendance at the conference. The conference also received additional funding from the business community.

Two grants to serve teen parents and students who are at risk of becoming teen parents have been written by agencies in the community because of and with the support of the Single Parent Project.

The Exchange Club Center for the Prevention of Child Abuse of Oshkosh wrote a grant to offer teen parent support groups that should focus on self esteem and empowerment issues for teen parents. This would not only help to prevent child abuse but it would also offer teens the power to improve themselves and their lives by taking steps toward self sufficiency on all levels. Three students that are part of the Teen Single Parent Program are also involved in the Exchange Club's Parent Aide Program where a parent is matched with a parent aide (mentor) volunteer to learn parenting skills and self-sufficiency skills.

The Children's Service Society of Wisconsin's Oshkosh office also wrote a grant utilizing information that was produced as an outcome of information generated by the Teen Assessment Project survey that the Teen Parent Task Force advisory committee sponsored during the 1992/93 school year. This group wrote for a block grant to establish a Middle School Mentor Program that would target and provide easy access to at-risk, low-income, middle school girls for the purpose of teen pregnancy prevention.

A coordinator for this program was hired and mentors have been found for matches. Oshkosh has worked with the coordinator and four middle school social workers and guidance counselors during the spring to get referrals and to match mentors.

Oshkosh's teen single parent project worked with both groups to develop these grant applications and have and will continue to help them develop the programs being proposed. These programs have and will continue to serve the teen parents enrolled in the school district's program.

Several teen single parents from this program also participated in the Skills Olympics held at Fox Valley Technical college in May. Students competed in areas of business, marketing, computers, agriculture, graphic arts/ design and food service. This is another way the program has worked towards transitioning students into technical post secondary education.

In November, a panel of teen single parents spoke to the Teen Parent Task Force. The teens presented for about two hours and answered all the questions the task force members placed to them. As a result of the meeting, the teens developed an outline and prepared a pregnancy prevention presentation for middle school students. The program was presented to a middle school parents group and the students were unanimously supported in presenting to the 7th grade health classes by this parent group. Teen single parents presented at all four middle school health classes.

Pulaski Community Schools

The program provided classroom instruction which will implement the Career Planning Curriculum for teen single parents so that single parents receive the skills and knowledge to be marketable in a non-traditional skilled labor force. Through self-esteem/self-concept development activities it was observed that there was an increase in student ability to handle employment situations and advocate for self and child. Developed communication and decision-making skills increased awareness of opportunities and roles in the local community. One student worked in the local senior center and received many commendations for services. Others took roles in their church communities.

Many short- and long-term goals identified and developed for family and career produced the following: improved skills in stress management, assertiveness and value clarification, and personal assessment of labor market skills needed for successful entry into the work force. Various career

clusters and synthesized occupational choices were evaluated from these groups. This is done by evaluating traditional and non-traditional occupations when selecting an occupational career.

Additional techniques used were:

- applied basic job seeking skills in obtaining and maintaining employment,
- studied work habits and attitudes that lead to successful employment,
- applied skills acquired in preparation for employment, and
- applied skills for effective team management between work and family.

These efforts resulted in two of the three seniors having graduated. The third senior received a HSED mid-year and registered in a nursing program at the technical college. One senior has applied for as a carpenter's helper; the other is registered at the technical college. The underclassmen are involved in summer employment.

This project provides academic and vocational integrated activities which enable young single parents to receive the knowledge and skills in non-traditional high skilled/high wage occupations. A 10-day unit was completed in two of the vocational areas in addition to vocational courses taken apart from the program. The students successfully worked with equipment in shop/lab areas and constructed "hands-on" projects.

In cooperation with the guidance department, students completed an Individual Education for Employment Plan (IEEP) and through classroom activities/work experiences:

- identified an academic and vocational plan of education ,
- assessed various career opportunities,
- selected potential areas of occupational interest,
- identified non-traditional occupations,
- evaluated occupational choices,
- increased an awareness of expanding career choices, and
- acquired skills needed for successful employment.

Thus, there were many successful job placements, competitive wages/benefits, and job satisfaction.

Superior

The most outstanding or exemplary portion of this project is the coordination of service with the regular school program. Students are enrolled in all the usual academic and vocational classes while single parent staff provide important supplementary services. The supplementary services mostly focus on various career and aptitude assessments, career counseling and decision-making using the DPI/STC transition model for single parents and job shadowing or actual work experience.

Utilizing the materials developed by DPI Teen Single Parent Project and others such as Choices and the technical college, the Wisconsin Indianhead Technical College (WITC) in Superior offers several services to which high school teen single parents are referred. It is the belief of the Superior community that the two institutions together can assist teen single parents with the transition from high school into adulthood by giving them the appropriate skills and opportunities.

The program at Superior Senior High School (SSHS) assists teen single parents in: understanding the career skills of many different jobs, exploring non-traditional jobs for their gender, participating in a mentoring program when appropriate, completing a written career plan, experiencing a job shadow or paid work experience, and participating in career exploration activities within the community and at the technical college.

Service strategies at SSHS included:

• teen single parents are mainstreamed,

• Student Services Team (SST) exists to develop and monitor individual education plans for students who have special educational needs (non-EEN),

• team of individuals who work with teen single parents meets monthly to respond to and coordinate activities that address special needs,

• a case manager (special populations coordinator) helps teen single parents understand the requirements of various technical occupations, workplace expectations and working conditions, and

• the case manager refers teen single parents to appropriate community agencies and to the appropriate person at WITC who can orient the student to the institution.

WITC coordinated a non-traditional career days (one for males and one for females) in coordination with CESA #12 equity coordinator and mentoring with an instructor to explore a program providing hands-on exposure to technical courses.

This project has a case management system which provided coordination between SSHS and WITC, communication links between staff at both institutions, professional staff at both institutions including counselors and teen parent specialists, and early intervention and communication between both institutions. The case manager and project supervisor developed an evaluation procedure that consists of: student outcomes identified and monitored, teen single parents are interviewed by the case manager using a survey, teen single parents are evaluated on the job by the case manager and the supervisor, teen single parents evaluate their work site, parents provide informal feedback on how the student's child has been helped, and parents evaluate program during parent/teacher conferences.

Title IIB: Single Parent--FY '92-'94 Student Enrollment Data

Because of difficulty in obtaining summary data from projects and then finding staff time to compile data at the DPI, student enrollment information for the single parent funded projects was not provided in prior reports for FY '92 and '93. To correct that, this report will provide enrollment data for those two fiscal years and also for FY '94. This also offers an opportunity to compare data over the three-year period.

At the outset, several things need to be mentioned. First, the DPI serves the K-12 public school districts in the state of Wisconsin only. Therefore, recipients of Single Parent service within funded projects are primarily **teen single parents** who are enrolled in public schools. Secondly, the personal information is voluntary, and some of the teens did not choose to provide all the requested information. Thirdly, over the past three fiscal years, there has been remarkable consistency within the school district single projects funded under Title IIB. With the exception of one to two districts per year, there has been a core group of 11-12 districts funded for all three years. These include the Milwaukee School District, which has a majority of students who are students of color, and Menominee Indian School District whose student population is almost exclusively Native American. Because of that consistency, there is more meaningful data for comparison since it is not impacted as much by a change in the participating school districts. Having said that, what follows is a summary of the more pertinent data collection results for the three years of single parent funding:

	FY '92	FY '93	FY '94
Total students served	1155	1151	1583
Percent of total continuing to be served under Carl Perkins funding	63%	55%	68.5%
Age at Enrollment (Numbers of students)			
Below 14	2	9	42
14 - 15	236	237	321
16	287	300	377
17	347	365	473
18	176	144	246
18+	60	65	124
Not reported	47	31	-----
Total students	1,155	1,151	1,583

DPI was particularly struck by the rather dramatic increase in students below the age of 14 over the three fiscal years. This has major impact on how long a school district will need to support a teen single parent (and the child of that parent) as well as is a comment on the changing age profile of the student population. DPI is certainly not reaching the youngest of Wisconsin's teens and Wisconsin's pre-teens in terms of preventing unplanned pregnancies.

	FY '92	FY '93	FY '94
Gender (Percentages of Students)			
Female	91%	90%	94.4%
Male	6%	6%	5.6%
Not Reported	3%	3%	---

	FY '92	FY '93	FY '94
Racial/Ethnic Profile of Students (Percentage of total)			
African American	55%	57%	55.7%
Asian American	2%	27%	28.9%
Hispanic American	4%	7%	5.3%
Native American	5%	5%	3.8%
Other	4%	2%	3%

	FY '92	FY '93	FY '94
Percent of students who are Limited English Proficient	14%	21%	16.8%
Percent of students who are handicapped	1%	1%	Physical-1.2% EEN- 9.7%

	FY '92	FY '93	FY '94
Number of Dependents			
1 Dependent	572	507	851
2 Dependents	60	69	100
3 Dependents	10	6	10
4 Dependents	1	2	---
Pregnant	119	161	369

	FY '92	FY '93	FY '94
Current Job Status			
Percent working	16%	15%	26.6%
Percent not working	79%	80%	73.4%
Not reporting	5%	6%	---

	FY '92	FY '93	FY '94
Traditional/Non Traditional Job or Career Goals			
Non Traditional Goals	13%	16%	32.9%
Traditional Goals	40%	44%	67.1%
Unsure	47%	40%	---

DPI was encouraged to see the increase in non-traditional career goals over the three year period. DPI hopes that it reflects additional information and work-based opportunities offered to teen parents, but also educational, business, and family support for these young people to enter these careers.

	FY '92	FY '93	FY '94
Participation in other state and federal programs (Percent of students)			
School Age Parent Program	65%	60%	48.8%
JTPA Programs	10%	9%	7.4%
SS	1%	1%	1.3%
JOBs	5%	6%	20%
AHS	10%	18%	2.9%
SPED	6%	6%	4.5%
GED	2%	1%	1%
Work Experience	9%	8%	9.4%
Other	6%	4%	---

It is encouraging to note that a majority of the student participants are accessing some other type of federal or state program as well as Carl Perkins funding. One of the major goals within the program is to empower our students to identify and seek out the support services and programs which will enable them to become economically self-sufficient and thus able to support themselves and their families.

IV. Sex Equity

o *Total number of students and other participants in sex equity programs.*

In determining the total number of students and other participants in sex equity programs, each funded equity project was asked to indicate the number of individuals served or worked with in programmatic efforts. Following are the results of the data collection:

Number of individuals served by the funded projects in equity

A total of 65,095 individuals were served directly by one or more activities or programs conducted by one of the funded projects for sex equity. Of the total figure, 48,241 participants were students. The breakdown of participant type and number is as follows *(Please note the total by type is not equal to the overall total--completion of the vocational equity participant data form was voluntary, and not all individuals did provide all the information as requested)*:

Type of Participant	Total Number
Students	48,241
Parents	2,893
Administrators	931
Counselors	736
Librarians	172
Elementary School Teachers	3,310
Middle/Junior High School Teachers	2,856
High School Teachers	4,376
CESA (Regional) Staff	297
Community Members	421
Business Representatives	316
Equity Committee Members	488
Post Secondary Level Staff	118
Total	**65,095**

Of the total participants who provided participant data, 30,368 or 46.6% were males and 33,100 or 50.8% were females. In addition, two percent of the participants were handicapped; just over one-half of one percent were students who spoke English as a second language; slightly less than one percent was American Indian; one percent was Asian American; just under one percent was African American; slightly less than one percent were Hispanic American; twelve and one-half percent indicated a mixed ethnicity; and the remainder were European American.

In addition to the direct contact with individuals through program activities and services, the University of Wisconsin-Stout's statewide equity leadership project processed 19,370 surveys for students and staff members. Conducting these surveys is one of the first steps in a local school district's assessment of where it is in terms of equity for all students. Those school districts, which implement the *Wisconsin Model for Sex Equity in Career and Vocational Education* as one way of achieving more equitable treatment of students and staff, have used this survey.

o *Achievements and services provided to reduce sex bias and stereotyping in vocational-technical programs.*

Wisconsin's secondary equity efforts have focused upon an attempt to affect systemic change for all students. DPI has concentrated time, energy and resources upon those activities which will affect the most students and lead to a statewide concern for and commitment to equity and a statewide network of individuals trained to provide support to local school districts as it identifies and deals with equity issues. The Carl Perkins funding for sex equity has been concentrated in three areas: Regional Staff Development/Technical Assistance, Statewide Equity Leadership, and Demonstration/Development/Research Projects Promoting Non-Traditional Career Options. During the 1993-94 school year, twelve Regional Staff Development/Technical Assistance projects, one Statewide Equity Leadership, and seven Demonstration/Development/Research Projects Promoting Non-Traditional Career Options were funded.

As a result of funding the twelve regional projects, all of the 427 school districts in Wisconsin had access to support and help with the equity issues encountered. The regional projects were based at our CESAs, each of which services a geographical area of the state and the local districts within that geographical area. These projects provided training by and for four to six individuals within each CESA, who in turn worked with the individual districts. The Vocational Equity Leadership Cadre serves as a structure to develop "trainers of trainers". Because DPI has had the Cadre structure in place for eight years, Wisconsin has 80-100 individuals who are able to serve as the local and regional "equity experts" and technical assistants for the state.

Providing support to and training of the Wisconsin Vocational Equity Leadership Cadre is the Statewide Equity Leadership Project, based at the University of Wisconsin-Stout. This project conducts the annual training sessions for cadre members (two cadre meetings and a statewide equity conference each year). It also provides technical assistance to the Cadre and local school district

efforts by processing survey forms for the school districts and making equity resources available to the Cadre members through the Equity Resource Center.

Seven Demonstration/Development/ Research Projects Promoting Non-Traditional Career Options were funded. Of these, four were local school districts (Platteville, Rhinelander, Stevens Point, and Wauzeka) and three were regional (CESA) projects (two in CESA #2 and one in CESA #5). While the projects varied in the approach used, each was intended to provide a variety of experiences which would result in students becoming more aware of the existence of career options which may be non-traditional for their gender and to at least consider some of those career options as possible personal choices. Inherent in these projects was the need to examine sex stereotyped occupations, the process by which the stereotypes are developed, the economic reality of selecting a non-traditional career, and the personal experiences related to working in an occupation which is non-traditional (issues such as discrimination and sexual harassment, for example).

To obtain information on the achievements and services provided to reduce sex bias and sex stereotyping in vocational education programs, a "Profile of Activities/Support Services" was completed by each vocational equity funded project. Categories or types of activities and services were then tallied along with the number of hours spent by funded staff and/or participants in each activity or service. The state of Wisconsin totals are as follows:

Category of Activity or Service	Total Hours
Providing Adult Role Models in NTO through business industry partnerships and field trip experiences	715
Career Days/Fairs with a NTO Emphasis	4,017
Counseling NTO Students	1,648
Modifying/developing equitable curriculum materials	2,310
Providing in-service programs on equity issues	4,407
Fostering work between schools/industry/post secondary on equity issues	302
Mentoring students and/or staff members	960
Conducting networking or support activities on equity issues	745
Recruiting non-traditional students for career areas	920
Participating in regional/area meetings on equity issues	716
Developing educational resources on equity issues	973
Reviewing materials for bias and stereotyping	318.5
Coordinating diverse speaker panels on equity issues	73
Presenting staff development training on equity issues	2,132
Participating in state-wide equity cadre training	1,185
Providing technical assistance to local schools/staff on equity issues	1,084
Training staff in the equitable treatment of students	875
Informing students of their rights under non discrimination laws	281
Implementing student training on diversity issues	324
Conducting staff training on diversity issues	375
Tutoring	759
Note taking/recording	390
Instructional Aides/Paraprofessionals	828
Reduced Class Sizes	180
Remedial Instruction	595
Special Adaptive Equipment/Devices	332
Special Adaptive Materials/Supplies	190
Lab Fees and Supplies	41
English as a Second Language Program	12
Interpreter	902
Special Populations Coordinator	1,193
Mentoring	103.5
Support Groups	16,823

Dependent Care		1,092
Transportation		286
Supplemental Assessment Services		60
Supplemental Placement/Transition Services		288
Designated Vocational Instructor		1,291
Adapted Curriculum/Testing		258
Other		189
	Total Hours	**50,173**

Because the efforts of Wisconsin funded projects was to focus on systemic change for a more equitable treatment of students, there is a wide variety in types of activities and/or services provided. DPI is hopeful that by implementing strategies across entire programs and by working with staff, students, community members, parents, and business representatives, a lasting change will be more likely to occur.

0 *Describe the accomplishments of preparatory services and vocational-technical education programs and supportive services for girls and women aged 14 to 25.*

To most accurately describe the accomplishments of the funded projects for FY '94, it is easiest to discuss them by type of project as each type had a slightly different intent and reason for funding. The types of projects are the Regional Staff Development/Technical Assistance Projects, the Statewide Equity Leadership Project, and the Demonstration/Development/Research Projects Promoting Non-Traditional Career Options.

❑ Regional Staff Development/Technical Assistance--These projects have continued to make outstanding progress toward achieving the goal of a local equity plan developed and implemented within each school district accessing Carl Perkins funding by June 30, 1994. This is a requirement within the application process for the K-12 districts. These projects provided technical assistance to school districts as the *Wisconsin Model for Sex Equity in Career and Vocational Education* was locally developed/implemented. The assessment used in establishing a data base for local districts was a survey of students, staff, parents, and community members and then a summary of the results. The survey results of student perceptions, particularly, were used to help design staff development in services and new programs or to redesign current programs to more completely address student concerns.

As of June 30, 1994, **344** approved local school district equity plans were on file with the vocational equity consultant at the DPI. This reflects almost all of the Wisconsin K-12 school districts which had participated in Perkins funding during FY '92, '93, and '94. A very few school districts chose to withdraw from funding rather than complete the equity plan requirement. In addition, there are 13 districts in Wisconsin which are accessing Carl Perkins funding for the first time during FY '95, and these school districts are required to have approved district equity plans on file at DPI by March 1, 1996. The regional projects will provide support and technical assistance for these school districts as well.

The presence of an equity committee in a local district helped to ensure that equity is a consideration in the decisions that school districts made and that impact students' lives. The gender equity committee members served as resource people within the school, district, conducted weekly equity events, and prepared displays and created calendars for the school districts.

Regional (CESA) resource centers made available to local district materials addressing a variety of equity issues. Related to the use of materials was the host of in-school presentations prepared by Wisconsin Vocational Equity Leadership Cadre members. Topics such as communication, sexual harassment, bias in the classroom, classroom interactions and labor market information on career choices have been helpful to students.

Professional development conducted by these projects has resulted in more attention paid to student equity concerns and has caused many local school districts to develop local resource materials which address immediate needs and concerns. Several of the regional projects

conducted area Career Fairs or Career Days where a majority of speakers were employed in careers non-traditional for their gender.

❑ Demonstration/Development Projects Promoting Non-Traditional Careers--These projects focused on a specific issue (or issues) related to the career options for students in non-traditional work. Three of the four local district projects dealt with career exploration efforts. Platteville conducted an eighth grade career day for all students, and each student was able to explore four different career areas. Rhinelander developed the format for a series of career planning sessions at the high school level as well as working with the local community service clubs to promote non- traditional occupations in the school-to-work efforts. Wauzeka, a very small, geographically isolated community, established a plan for grades 9-12 career exploration. That plan included a mini career development center in the media resource area and a mentoring opportunity for high school students to work with middle school students in exploring career possibilities. Stevens Point, through its Contemporary Issues Organization (CIO) provided monthly non-traditional career speakers for the school and also developed and conducted a school play, "Alice in Sexual Assault Land", which dealt with sexual harassment and assault issues.

The regional (CESA) demonstration projects took on a slightly different focus. CESA #2 had two projects. One was "Students Teaching Students on Sexual Harassment" where students in several area schools developed a video and a presentation on harassment issues for other students. The other project was intended to work with parents on recognizing and eliminating some of the sex role stereotyping. This project was not as successful, because it proved to be difficult to get parents interested enough in the topic to attend meetings/awareness sessions. It might have been a case of a project being just a year too early, as there seems to be increased interest since then. CESA #5 's project, "Promoting Non Traditional Occupations- Programs Designed to Encourage" developed a network of vocational and math teachers who worked on applied mathematics approaches. It also gave the teachers an opportunity to tour and learn about manufacturing in the aeronautics industry to share this information with the students.

❑ Statewide Equity Project--The statewide equity leadership project coordinated the staff development training experiences (four days of workshops) for the members of the Wisconsin Vocational Equity Leadership Cadre. It also published a newsletter twice during the year, and this provided up-to-date information for cadre members as well as for local school districts. Both activities enable staff members to become much more aware of equity issues and to then work with students in addressing these issues. Also, resources were reviewed and summarized for potential use by cadre members and local districts, and a statewide equity resource center was formulated. This resource center would provide appropriate resources on equity issues for members of the Wisconsin Vocational Equity Leadership Cadre.

A total of 19,370 surveys were processed for local districts, and this provided a data base for those school districts as it identified and then addressed equity concerns of students as well as staff members within the school district.

Activities Of The Administrator, Vocational Equity And Teen Single Parent Programs

❑ Barbara L. Schuler, Administrator, Vocational Equity and Teen Single Parent Programs, has served in that position since December 17, 1990. During FY '94, the administrator has been able to collaborate and network more effectively with representatives from other agencies and programs and thus has an expanded, more comprehensive view of statewide efforts in gender equity and in vocational equity. The administrator has participated in a wide variety of activities during the time period from July 1, 1993 to June 30, 1994.

❑ The vocational equity projects funded under Title IIB: Sex Equity included 12 regional staff development/technical assistance projects; 8 Demonstration/Development projects, 1 statewide equity leadership project at UW-Stout, and the DPI Equity Staff Development Project.

❑ Activities conducted which were directly related to Vocational Equity Programs and projects included the following:

- attended and presented information at the Wisconsin Vocational Equity Leadership Cadre training meetings in September and March (a total of 5 days),
- served as lead consultant for the competitive grant review process, which meant preparatory meetings related to the competitive grants and then coordination of the review of the vocational equity and single parent competitive grants during the three-day review process,
- summarized funding recommendations for both vocational equity and single parent moneys and presenting those recommendations to the Carl Perkins administrative team,
- provided technical assistance related to the funded projects to equity cadre chairpersons (12) and other project directors (9) during the entire year and to single parent project coordinators for the last five months of the year,
- met with or visited by phone with Linda Riley, UW-Stout, on a regular basis (a minimum of twice a month) to plan cadre meetings and other funded activities,
- served as a member of the planning team for the statewide equity convention (6 meetings) to be held in the fall of 1994,
- planned and then presented a pre-conference session at and attended the 1993 Statewide Equity Conference (3 days),
- met with Melissa Keyes, DPI Sex Equity Consultant, on a regular basis (usually weekly),
- worked with Barbara Bitters, Team Leader, Equity and Multi-Cultural Education Section at DPI, and Melissa Keyes, DPI Sex Equity Consultant, on the coordination of equity efforts within the department,
- met with Fran Johnson, vocational equity coordinator at the Wisconsin Technical College System (WTCS) Board office at least monthly to coordinate vocational equity efforts between the secondary and post secondary levels, and
- reviewed the WTCS Sex Equity Project Proposals (2 days).

❑ Vocational Equity ongoing activities included:

- an average of 25 to 35 phone calls per week to provide technical assistance, arrange and confirm meetings, and respond to requests,
- continually identified and reviewed resources suitable for equity programs (an average of 1-4 hours per week), and
- participation in conference calls related to either specific equity issues or to more general Carl Perkins activities (calls with LVECs, equity cadre chairs, etc.)

❑ Presentations on equity issues and concerns included:

- a diversity awareness session with the local equity coordinator at Columbus school district,
- a summary of vocational equity programs and activities for an educational administration class at UW-Madison,
- a program on equity and the curriculum for the FISM (Facilitating the Integration of Science and Mathematics) group,

- a program on equity and diversity awareness at the Vocational Student Organizations' officer training meeting,
- co-presentation on "Equity Works in Vocational Education" with Naomi Stockdale, Alaska's sex equity coordinator, at the National Coalition for Sex Equity in Education Conference ,
- a summary of the study, "My Worst Nightmare.....Wisconsin Students' Perceptions of Being the Other Gender" to the Merrill school district staff orientation,
- an introduction to gender equity issues for the Stevens Point school district's staff orientation, and
- co-presentation on "Developing Your District's Local Equity Plan" with four of the CESA equity cadre chairs as a pre-conference session before the 1993 statewide equity conference.

❑ Teen single parent activities included:

- attended and presented at the Teen Single Parent Orientation Meeting,
- met with Eyvonne Crawford-Gray, Education Specialist for the teen parent programs, on a regular basis (at least once every other month),
- presented at the teen single parent roundtable session,
- participated in a meeting to evaluate the data collection process for the teen single parent projects, and
- assumed required responsibilities (technical assistance to projects, gathering final report information, coordinating the review of competitive grants, providing grant award updates, etc.) from February 1, 1994 to the end of the fiscal year, due to the medical leave of absence of Eyvonne Crawford-Gray, Education Specialist, for the teen parent programs.

❑ Liaison, collaboration, and networking efforts resulted in participating in the review of competitive grant proposals not only for Vocational Equity but also for the Adolescent Pregnancy Prevention and Services Board, the WTCS Sex Equity and Single Parent Projects, and the FBLA State Leadership Awards. Other ongoing meetings attended to increase collaborative efforts included: Wisconsin Women's Council (4 meetings with one of them being a report to the Council on the Department's Equity activities); Adolescent Pregnancy Prevention and Services Board (1 meeting and a conference call); CHOICES interagency committee (5 meetings); meetings with Fran Johnson, WTCS Sex Equity Consultant (12 meetings); meeting with Jennifer Crapol, CHOICES coordinator (3 meetings); meeting with Estella Cortinas, Women's Bureau, Department of Labor; meeting with the Wisconsin Women's Equity Network Task Force twice and also meeting with members of this task force as part of quarterly meetings scheduled with the State Superintendent and the Equity Team members. In addition, Schuler serves on the WTCS Sex Equity Advisory Committee and this provided one more way to more closely coordinate DPI and WTCS activities in vocational equity. That advisory committee met three times. One activity begun during FY '92 and continued in 1993-94 was an effort to develop a model for gender competency, which could be used by agencies and individuals in assessing the ability to serve both genders. This model is being developed by equity leaders from DPI, CHOICES, APPS Board, UW-Madison, and Wisconsin Women's Council. The group met six times during the fiscal year.

❑ Conferences and training sessions attended: As always, there was a wide range of conferences from which to select. During the year, the following state conferences and major meetings were attended: the Wisconsin Statewide Equity Conference, a presentation by Patrick Dolan on restructuring organizations/agencies, a teleconference on assessment, and a two day training on investigating a complaint presented by the Office of Civil Rights, Chicago Regional Office. All provided additional information, technical assistance, and staff development opportunities within the state. In addition, Schuler was able to attend two national meetings: the spring meeting of the

National Alliance for Partnerships in Equity, held in Washington, DC; and the National Coalition for Sex Equity in Education Conference held in August of 1993 in Ann Arbor, MI. During the fiscal year, Schuler also attended a four day training on A World of Difference (prejudice awareness); a series of three meetings related to domestic abuse, including "Schools Respond to Domestic Violence", "Effects of Domestic Violence on Children", and "Recognizing and Responding to Dating Violence"; and a meeting on Sexual Harassment Efforts in Wisconsin.

❑ Responsibilities as a consultant within the area of the DPI charged with implementing the Carl Perkins Act funding requirements--*note: during the fiscal year, the DPI began the transition from section/bureau/division structure to an agency organized around work teams. As a result, the Administrator began the year as part of the BVE and ended the year as a member of three teams--Instructional Strategies ("home base" team), Equity Team, and the School-to-Work Team.*

Membership in the teams included active participation in meetings and activities of the following nature:

- Carl Perkins Title IIC consultant work group (25 meetings),
- performance report group (3 meetings),
- Monitoring and measuring group (14 meetings),
- Needs Assessment and Performance meetings (14 meetings),
- Carl Perkins project review process meeting (4 meetings),
- meetings with other consultants and fiscal managers on issues related to Perkins and equity (15 meetings),
- Bureau for Vocational Education meetings (16 meetings),
- Equity Team Meetings (22 meetings),
- Instructional Strategies Team Meeting (15 meetings),
- School-to-Work Team Meetings (2 meetings),
- presented competitive grant application guideline information at the regional Carl Perkins Application workshops (2 meetings).

Schuler also attended training meetings on the Office of Civil Rights (OCR) Review of Vocational Education programs and then served on three OCR review teams which visited schools (Benton, Brown Deer, and Riverdale).

❑ DPI activities included: one all staff meeting of the department; five Division of Instructional Services information meetings and several joint division meetings. In addition, there were two meetings with the State Superintendent; two with the Assistant Superintendent for Instructional Services; two meetings with the Bureau Director; five meetings with the Section Chief/Team Leader, and four meetings with the editor of Education Forward, which is a monthly newspaper published by the DPI. The September issue included the main theme of Educational Equity.

V. Criminal Offenders in Correctional Institutions

o Numbers served through programs in correctional institutions.

See attached table.

o *Types of institutions participating.*

Youth correctional institutions.

Lincoln Hills

Lincoln Hills School is a state institution for delinquent boys and girls. It operates as a Reception Center for youths between the ages of 12 and 19 who have been adjudicated delinquent by the juvenile courts and whose custody has been transferred to the Department of Health and Social Services. It also serves as a facility to provide residential care, treatment, and training for those youths.

The average daily population of Lincoln Hills School for FY '94 was 440 students. All of these students were involved in the educational program either part or full-time.

The goal of Lincoln Hills School Carl Perkins project was to provide basic skills instruction when determined such instruction is necessary to meet the vocational needs of students who are enrolled in vocational programs.

The following objectives were established toward meeting that goal:

1. To establish a lab using multimedia work stations to deliver individualized basic skills instruction to youthful offender students at Lincoln Hills School.

2. To provide equipment, resources, and supplies as needed to properly accommodate the variety of individual instructional needs of youthful offender students at Lincoln Hills School.

Ethan Allen

Ethan Allen is a state institution for delinquent youth ages 12 to 19. These youth have been adjudicated delinquent by the juvenile court system and their custody has been transferred to the Department of Health and Social Services. Ethan Allen provides residential care, treatment, and education for these youth. The average daily population at Ethan Allen during FY '94 was 451. Approximately seventy percent of these youth are 16 to 19 years of age. Eighty-two percent of the residents at Ethan Allen are members of a minority group.

The goals of the Ethan Allen Carl Perkins FY '93 project were to provide instruction in pre-vocational skills within a self-contained learning environment and continue to improve the Business Education program.

o *Achievements, services, or programs for criminal offenders.*

Lincoln Hills

Achievements included the following:

1. established a lab using sixteen multimedia work stations to deliver individualized basic skills instruction to youthful offender students,

2. purchased software and related CD-ROM resources to accommodate individual needs of its youthful offender students,

3. assigned one institution funded instructor to provide educational services to students in the Carl Perkins funded multi-media lab,

4. assigned computer lab instructor to provide services as part of the vocational track program delivering services,

5. purchased equipment and supplies to assist in upgrading the vocational education curriculum in order to provide students hands-on experience with contemporary technologies,

6. expanded the school supervised work experience program in Manufacturing and Building Construction, and

7. provided a number of staff development activities for vocational education staff through conferences and workshops, and the purchase of materials for on-site use.

Ethan Allen

Achievements included the following:

1. provided academic remediation in pre-vocational skills,

2. improved computer-supported instruction,

3. expanded remedial instruction in employment related social skills,

4. upgraded and expanded vocational instruction with the purchase of equipment and supplies,

5. provided release time for community contracts and staff development, and

6. developed competency-based evaluation system.

VI. Special Populations

a. Disabled

o Number of disabled served in programs.

See attached table.

o Achievements in providing equal access for disabled; in recruitment; coordination between special education and vocational-technical education; assessment; career development; and transition from school -to -work.

No. District	No. H. S.	1. DISABLED STUDENTS ACTIVITIES
327	371	*(a)* Information was provided to disabled students and their parent(s) concerning the opportunities available in vocational education at least one year before the grade level in which the vocational education program is available together with enrollment requirements and special services available.
319	361	*(b)* Each disabled student enrolled in a vocational education program received an assessment of interests, abilities, and special needs with respect to successfully completing the vocational education program.
326	368	*(c)* Each disabled student enrolled in a vocational education program received special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs established as a result of the assessment described in (b).
323	367	*(d)* Each disabled student enrolled in a vocational education program received guidance, counseling, and career development activities conducted by professional trained counselors and classroom teachers.
319	361	*(e)* Each disabled student enrolled in a vocational education program received counseling services and necessary support services designed to facilitate their transition from school to work.
324	368	*(f)* Each disabled student enrolled in a vocational education program received an educational program that was coordinated between special education and vocational education.

o *Description of the impact of supplemental services provided to the disabled.*

See above.

b. *Limited English Proficient LEP)*

o *Number of LEP individuals.*

See attached table.

o *Achievements in serving the LEP students in terms of improved access and services provided that contribute to success in the program.*

No. District	No. H. S.	2. LIMITED ENGLISH PROFICIENT (LEP) STUDENTS ACTIVITIES
206	248	*(a)* Information was provided to LEP students and their parent(s) concerning the opportunities available in vocational education at least one year before the grade level in which the vocational education program is available together with enrollment requirements and special services available.
202	245	*(b)* Each LEP student enrolled in a vocational education program received special services that contributed to success in the program.

c. *Disadvantaged*

o *Number of disadvantaged individuals.*

See attached table.

o *Description of the impact of supplemental services provided to the disadvantaged.*

No. District	No. H. S.	3. DISADVANTAGED STUDENTS ACTIVITIES
314	355	*(a)* Each disadvantaged student enrolled in a vocational education program received an assessment of interests, abilities, and special needs with respect to successfully completing the vocational education program.
311	353	*(b)* Each disadvantaged student enrolled in a vocational education program received special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs established as a result of the assessment described in (b).
320	362	*(c)* Each disadvantaged student enrolled in a vocational education program received special services that contributed to successful completion of the program.

o *Achievements in serving the disadvantaged students with respect to their successful completion of vocational-technical education process.*

See above.

VII. State Leadership and Professional Development

o *Accomplishments for state leadership and professional development with regard to:*

DPI Professional Development Activities

The project consisted of DPI funds for travel/meals/lodging for local educators/administrators for professional development/in-service activities through various mediums.

State Staff Professional Development

The project consisted of DPI funding of activities for professional staff to better provide leadership and assistance to improve, support, and expand secondary vocational education programs. The conferences enabled state professional staff to update professional expertise and to expand the repertoire of alternative strategies and methods for providing secondary vocational education within the constraints of declining resources and student population and increased need for an educational program that relates to expanded technology and employment opportunities. Fourteen staff participated in professional development experiences.

Conference on Education and Work

This project consisted of DPI funds to plan, develop, and sponsor the conference, registration fees and travel expenses for DPI staff to attend the conference, and mailing of conference announcement materials.

Student Development/VSO Leadership Training

The project consisted of DPI funds to provide leadership and professional development training to State Officers and their advisors of all the vocational student organizations. Vocational education can best be served by competent leaders who thoroughly understand vocational education and the responsibilities as leaders in the vocational student organizations. Although these officers have already acquired basic leadership skills there is a need to develop the specific skills, knowledges, and attitudes that are necessary for the successful completion of a program of work. The project also provided DPI funds for printing and postage for the state vocational student organizations.

DPI Vocational Education Curriculum Development

This project funded staff to conduct curriculum development activities through various mediums and to reproduce CORD materials for state distribution via the CESAs.

Assessment

This project consisted of DPI funds for travel/meals/lodging for members of the Committee of Practitioners and the printing and postage of the statewide vocational education needs assessment survey.

VIII. Community Based Organizations (CBO)

o *Number of male and female students served by CBOs.*

Learning Enterprise of Wisconsin (LEW)
Seeds of Health, Inc. (Seeds)

Milwaukee Public School (MPS) system contracted with these two community based organizations and Milwaukee Area Technical College (MATC).

o *Number of CBOs participating with eligible recipients designated by rural and urban areas.*

33 female, 18 male

o *Programs, services and activities of CBOs in cooperation with other programs, non-traditional.*

The Community/Vocational Education Program provided educational services to 51 severely economically and educationally disadvantaged youth. This cooperative program between two community-based organizations (CBO) and the Milwaukee Public Schools (MPS) combined dropout reach, basic skills training, counseling and prevocational training, and students earned high school credit for all phases of the program. Dropouts were recruited by the CBOs and MPS. The CBOs provided basic skills training, computer assisted instruction, tutoring and other special prevocational preparation activities available through the resource of the agency. These prevocational preparation activities included areas of concentration in electronics, desktop publishing, microcomputer training and commercial art. MPS provided a teacher/coordinator for program implementation.

All of the students served were Milwaukee Public School students (city residents) who met the district's (and state's) definition of "At-Risk." In addition, the students met economically disadvantaged criteria.

IX. Consumer and Homemaking Education

o *Number of students served.*

See attached table.

o *Achievements in programs and support services in depressed areas.*

Sixteen projects were funded to local educational agencies (LEA) and/or cooperative educational service agencies (CESA) during this fiscal year in depressed areas of the state. The reported number of districts and high school achievements for each federal goal/objective is identified in the Chart A.

Chart A-depressed

PLAN		DEVELOP		IMPLEMENT		GOAL/OBJECTIVES
No. District	No. H. S.	No. District	No. H. S.	No. District	No. H. S.	
117	201	87	94	88	93	1. To conduct programs for residents of economically depressed areas.
117	201	87	94	87	92	2. To encourage participation of traditionally under served populations.
118	203	87	94	90	95	3. To encourage the elimination of sex bias and sex stereotyping.
104	188	73	79	74	78	4. To improve, expand, and update programs with an emphasis on those which specifically address those described in 1, 2, and 3.
311	463	176	189	193	202	5. To address priorities and emerging concerns at the local, state, and national levels. *Specify priority/concerns addressed.* a. Investigate and develop student outcomes/assessment

o *Achievements in programs and support services in non-depressed areas.*

Seven projects were funded to local educational agencies (LEA) and/or cooperative educational service agencies (CESA) during this fiscal year in non-depressed areas of the state. The reported number of districts and high school achievements for each federal goal/objective is identified in the Chart A.

Chart A-non-depressed

PLAN		DEVELOP		IMPLEMENT		GOAL/OBJECTIVES
No. District	No. H. S.	No. District	No. H. S.	No. District	No. H. S.	
91	122	69	99	64	90	1. To conduct programs for residents of economically depressed areas.
102	156	88	122	83	113	2. To encourage participation of traditionally under served populations.
102	156	88	122	83	113	3. To encourage the elimination of sex bias and sex stereotyping.
102	156	88	122	93	124	4. To improve, expand, and update programs with an emphasis on those which specifically address those described in 1, 2, and 3.
337	509	200	292	178	263	5. To address priorities and emerging concerns at the local, state, and national levels. *Specify priority/concerns addressed.* a. Investigate and develop student outcomes/assessment b. Restructuring and integration

o *Achievements in State leadership and State administration, including coordination with sex equity coordinator.*

Four projects were funded to the Department of Public Instruction and public universities during this fiscal year. The reported number of districts and high school achievements for each federal goal/objective is identified in the Chart A. Chart B identifies the reported uses/activities of the federal funds to accomplish stated goals.

Chart A-State leadership/administration

PLAN		DEVELOP		IMPLEMENT		GOAL/OBJECTIVES
No. District	No. H. S.	No. District	No. H. S.	No. District	No. H. S.	
		10	10			1. To conduct programs for residents of economically depressed areas.
		10	10			2. To encourage participation of traditionally under served populations.
		10	10			3. To encourage the elimination of sex bias and sex stereotyping.
		10	10	10	11	4. To improve, expand, and update programs with an emphasis on those which specifically address those described in 1, 2, and 3.
		10	10	10	11	5. To address priorities and emerging concerns at the local, state, and national levels. *Specify priority/concerns addressed.* a. Redirection of F/CE Programs; Families & Parent Education
75	80	75	80	75	80	b. Use of technology in classroom

o *Benefits derived under program development, program improvement, curriculum and other ancillary services.*

The collective benefits from all projects funded under the Consumer and Homemaking section are identified in Chart B

Chart B—all projects

PLAN		DEVELOP		IMPLEMENT		
No. District	No. H. S.	No. District	No. H. S.	No. District	No. H. S.	STAFF DEVELOPMENT/DEMONSTRATION ACTIVITY
312	474	179	241	205	257	1. Provided CESA in service activities for professional staff.
155	183	89	95	80	86	2. Develop new courses/programs that were exemplary and innovative. *(Identify emphasis-Parents & Children; integration.)*
17	18	15	15	14	14	3. Developed community outreach efforts. *(Identify populations served--regular and special populations).*
76	96	16	16	196	226	4. Integrated academic skills (such as reading, writing, mathematics and/or science) into the Family and Consumer Education curriculum.
36	38	28	29	58	60	5. Provided human and material resources and activities for improved teacher supervision and teacher education.
60	80					6. Use of technology in CHE courses

X. Tech-Prep

o *Number of students (secondary and post secondary) served by Tech-Prep as a linkage program.*

School Based #12. (refer to appendix for Tech Prep Performance Measures)

o *Discuss the impact of services provided by the State indicating if the services were rural, urban, or both.*

The eighteen performance measures were revised during the 1993-94 school year, and adopted by the Wisconsin Tech Prep State Management Team (TPSMT) include one (#12) focusing on the number of high school courses that are revised and upgraded to include applied and integrated

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learning activities (i.e., focus on authentic tasks) active learning, and integration of academic and vocational competencies. Then technical assistance was administered to all 16 Tech Prep consortia statewide which includes both rural and urban populations based on the individual consortia needs related to the performance measures.

In addition, a Selected Offerings for Integrated and Applied Curriculum-Resource Document was compiled through the Tech Prep Initiative as a planning document for local school districts. (see appendix for the resource document)

o *Describe the planning of Tech Prep programs between secondary and post secondary institutions by occupational instructional areas, including apprenticeship.*

Tech Prep continues to be led by a grass roots organization called the Tech Prep Leadership Group (TPLG). In addition, a policy group meets every other month called the Tech Prep State Management Team (TPSMT). Teachers at the secondary and the post secondary levels are represented at both levels of leadership and administration. Over the past year, the state of Wisconsin received one of the first School-to-Work implementation grants from the federal government. This caused a review and modification to the state level structure for Tech Prep. As a result both the TPLG and the TPSMT have increased the membership to be more inclusive of School-to-Work. The TPLG changed it's name to the School-to Work-Leadership Group (STWLG) and the TPSMT changed it's name to the School-to-Work Management Team (STWMT). With this change members were added to include; Department of Administration (DOA), Department of Industry, Labor, and Human Relations (DILHR), and Department of Health and Human Services (DHHS). This change reflects what is happening with Tech Prep at the local level. State Tech Prep Coordinators also are leaders in the area of School-to-Work. In addition, DPI's membership also now deals with youth apprenticeship programs statewide which came out of the School-to-Work Initiative.

A major accomplishment of the new School to Work Leadership Group (STWLG) was to deal with the concept of career majors. A sub-committee of this group lead by Dr. Harland Samson (UW-Madison) developed a model for implementing career information into the PK- 10 curriculum. This model is based on four clusters called Enterprise, Human, Invention, and Technology. In addition, career majors based off of this work are being developed. The career major work continues to be lead by STWLG members along with state consultants. All of this work will be fit into the framework developed by the state of Wisconsin for educational goals, outcomes, and assessment. Finally, the work with career majors is tied into another initiative developed by STWLG members statewide, that of curriculum mapping. Thanks to their work to develop curriculum maps, there is a destination for those maps and that is career majors.

Finally, Wisconsin is in the second year of a three-year state level project on Integrated and Applied curriculum development. The overall goal was to take integrated and applied curriculum development (9-14) and tie it to the state framework of educational goals, outcomes, and assessment. Further, a train-the-trainer approach will be used so that teachers are training other teachers in this process. During the 1993-94 school year, approximately 500 teachers were served throughout the state and work continued to bring them in a leadership format during the summer of 94. In the 1994-95 school year, the original group of teachers will continue to be served to bring them further in this process. In addition, technical assistance will be done statewide to develop training to bring new teachers into this process. In the end, the objective was to turn all training over to the 16 Tech Prep Consortia statewide.

During the fall of the 1994-95 school year, the Wisconsin Technical College System Board, in conjunction with the DPI compiled a listing of **articulated** courses. These are courses offered at the secondary level with students receiving advanced standing at the local technical college. (refer to appendix for Tech Prep Courses Articulated for Advanced Standing)

o *Document the benefits of Tech Prep programs and services in meeting the needs of special populations, including non-traditional/sex equity.*

Two of the eighteen performance measures adopted by the STWMT (#5 and #6) focus on the extent to which Tech Prep programs and services are benefiting special populations. Performance measure #5 identifies the "rate of participation by gender within any vocational education high school or technical college program." The expectation is that each gender will have a participation rate greater than 25%. Performance measure #6 identifies the "rate of participation of special populations in high school or technical college vocational education programs." The expectation stated is that the participation rate of special populations will be greater than or equal to the participation of the school district's general population in vocational education.

In addition, during the 1994-95 school year there is a sub-committee of the STWLG that deals with the area of transition for special population students. This group includes both secondary and post secondary members who work with special populations and the consultants at the state level who are responsible for transition. To date this group has had input into the drafting of the 1995-96 Title IIIE RFP and is currently working on a review process for the schools who submit implementation grants for School-to-Work relative to the inclusion of students with special needs. Furthermore, the state of Wisconsin has a five-year transition grant for special needs and are looking to align School-to-Work (inclusive of Tech Prep) and transition grants so that both are proceeding on common ground.

o *Describe the impact of Tech-Prep professional activities and services on guidance counselors, teachers and others.*

The Tech Prep Annual report asked the question of how many of our guidance counselors, teachers, and others have participated in a business/industry internship since July 1, 1992 that resulted in improved curriculum, teaching strategies, counseling strategies, etc. (see appendix for PI-8101 Report Totals)

School Based performance measures #12 - 18 all focus on programmatic elements having an impact on the professional practices of the school. Included among these seven performance measures are "the number of high school courses that are revised and upgraded," "the number of technical college programs that are articulated," "mechanisms for sharing jointly developed curriculum," "curriculum maps," "parental/community participation," and the "number of secondary schools that include Tech Prep in its educational goals and mission statements." (See appendix for Tech Prep Performance Measures)

o *Describe the preparatory services provided for participants in Tech-Prep programs.*

Commonly through Carl Perkins IIC secondary schools work with students to ensure access to Tech Prep programs. This is done on an individual school basis.

XI. Integrating Applied Academics Into Vocational-Technical Education Programs

o *Number of students in secondary, post secondary and adult education that were enrolled in vocational-technical education programs with the application of academics including the special populations students.*

NO. DISTRICTS	NO. H. S.	NO. TEACHERS	NO. STUDENTS	NO. PROGRAMS	INTEGRATION ACTIVITIES
226	250	947	16299	409	Team Teaching
329	356	1714	14743	612	Team Planning
291	339	2267	26229	870	Curriculum Development
1	1	5	100	5	MACK Center
1	4	25	2	4	Career Clusters with MATC
23	23	130	2650	115	Curriculum /Change Project
26	26	148	26	26	Awareness/Portfolio
12	15	409	90	11	Staff Development/VSO activities

- *Describe the type of activities conducted by the State in developing and implementing applied academics into vocational-technical education:*

  a. *Overall vocational-technical education program(s) and,*

  b. *Specific vocational-technical education areas, including, Agriculture, Marketing, Business, Health, Industrial Arts (Technology), Consumer and Homemaking Education, Occupational Home Economics, Technical Education, Trade/Industrial Education, Apprenticeship and non-traditional.*

  See above.

- *Describe the services that the SEA/LEAs are implementing to provide assistance to special population students with applied academics in vocational-technical education. (May provide examples and types of activities with outcomes).*

  See above.

- *Document the impact of team teaching, developing curriculum, performance standards and core measures, and other integrating activities on programs, teachers, and students.*

  See above.

XII. Career Guidance and Counseling

- *Provide impact of the career guidance and counseling in your State (including benefits) of:*

  a. *Types and number of programs and persons served;*

NO. DISTRICTS	NO. H. S.	NO. STAFF	GUIDANCE ACTIVITIES
394	295	1968	1. Development of WDGM competencies
205	224	875	2. Development of level 3 WDGM implementation plan
301	336	958	3. Professional development activities for counselors
315	348	1960	4. Activities and services to assist students in the transition to Tech Prep

  b. *National Career Development Guidelines including curriculum development and development of competencies.*

  Not applicable.

  c. *Activities and services for professional development, Career Information Delivery System (CIDS), program evaluation, program effectiveness, Tech-Prep programs and students.*

  See above.

Appendix

Exemplary Activities

- **Formula Allocation**
- **Sex Equity**
- **Supplementary Services to Students Who Are Members of Special Populations**
- **Consumer and Homemaking Programs**
- **Integration Into Vocational Education Programs**
- **Career Guidance and Counseling**

FY '92 & FY '93 Secondary Standards And Measures Compliance Data For Secondary Vocational Education

Tech Prep Performance Measures

PI-8101 Report Totals

Enrollment Table

Selected Offerings For Integrated And Applied Curriculum Development–Resource Document

Exemplary

Exemplary Formula Allocation

Criteria: Recipients submitted exemplary information without specific criteria. State staff reviewed information submitted and modified responses according to their respective definition of exemplary. (No criteria.)

Eligible recipient: Beloit Public Schools

Project number: 4-04131/J30-5, 4-04132/J30-5, 4-04133/J30-5

Project name: Tech Prep/Apprenticeship, Special Populations Program, Guidance and Counseling

Project abstract and results: The School District of Beloit/Beloit Memorial High School has developed and implemented a variety of activities that are categorized in each of the goals and objectives listed in Section A. Overall the 1993-94 formula allocation funded support for staff development in areas of equity, Tech Prep, and curriculum integration.

A Gender Equity liaison team with representation from each of our school buildings were supported with staff development activities and materials; GESA training began for district staff. A district gender equity budget continues to be coordinated with Carl D. Perkins funded activities.

In service using David Sadker materials has been coordinated with GESA training for staff.

Staff development has continued through a variety of Tech Prep workshops and conferences during the year.

New/revised courses in Child Care Services and Multi--HERO have been developed.

The yearbook class (English) and Industrial/Technology's Communications class continue to be integrated to produce the Beloit Memorial yearbook. The summer supplement to the yearbook continues to be printed in-house.

The Carpentry Techniques class in Industrial Technology continued a Business Partnership with the City of Beloit's Residential Rehabilitation Division, Department of Community Development.

Beloit Memorial High School began a large building renovation project in 1993-94. Several curriculum areas began a planning process for several projects (design/build fencing, landscaping, design/build "walk bridge" over a waterway leading into Rock River) to begin in the 1994-95 school year.

The district is developing youth apprenticeship programs in Metals/Manufacturing, Auto Technician, Health, Food Science and avenues within construction.

Eligible recipient: Chippewa Falls

Project number: 4-10921/J30-3

Project name: Tech Prep

Project abstract and results: A number of planning and development activities took place during FY '94 between the Chippewa Falls School District, CESA #10, and Chippewa Valley Technical College (CVTC) to build a partnership consortium for a Health Care Youth Apprenticeship Program. The existing Certified Nursing Assistant Program and new Health Occupations Course to be offered during the 1994-95 school year and are intended to support a two-year youth apprenticeship program starting in January, 1995.

CVTC hosted a one-half day in-service for all grades 10-12 instructional staff and administration at the CVTC campus in Eau Claire. This was held in September, 1993, to help bring a better understanding how the Wisconsin Technical College system fits into Tech Prep and other School-to-Work options.

A teacher team (Business Education and English teacher) designed a workplace communications and career exploration unit for 10th grade students. Also included in the career exploration unit was a tour and orientation for the students of the CVTC campus in Eau Claire.

Eligible recipient: CESA #3

Project number: 4-99031/J30-3

Project name: Tech Prep

Project abstract and results: Approximately 80 people were involved in a four-day workshop to introduce them to either Applied Mathematics, Applied Communication, Applied Biology/Chemistry, or Principles of Technology. The first three days showed them several CORD or AIT units. The fourth day provided learning and teaching styles introductions to link applied materials to the need for appropriate instruction and evaluation.

Eligible recipient: CESA #6

Project number: 4-99061/J30-3

Project name: Formula Allocation

Project abstract and results: There were five major outstanding portions of the IIC Formula Allocation: 1) Applied Math and Principles of Technology training were well attended and integration projects were started in many schools; 2) Twenty-two of the twenty-seven schools in the CESA 36 consortium have developed their Career Pathways or maps to provide students with a sequenced course of study that leads to further education and/or work; 3) six of the Fox Valley schools have youth apprenticeship programs going in their schools and have students enrolled; 4) fifty percent of the schools have at least one applied academics class with a change of title name; and 5) all schools have developed some integration activities in the classroom--exemplary programs include a workplace readiness program at Horicon High school; team taught, an Applied Communications, Principles on Technology, Applied Math, Applied Biology/Chemistry at Winneconne High School.

Besides the above, 20 or the 27 schools have articulated advanced credit classes at their schools. Twenty-four of the 27 schools are using Wisconsin Career Information System (WCIS) materials.

Eligible recipient: CESA #10

Project number: 4-99101/J30-3

Project name: Tech Prep

Project abstract and results: Project achievements include:

- lighthouse program in summer city tours, diversified occupations and portfolios,
- career development portfolios implemented,
- school-based work experience program developed and implemented--creation of an entire business owned by school district and operated by students under the direction of faculty--full integration of academic/vocational education, involvement of special populations and involvement with local business community to provide valuable work experience for all students, and
- continued implementation of partnerships with area technical colleges in career education as well as curriculum development.

Eligible recipient: CESA #11

Project number: 4-99111/J30-3; 4-99112/J30-3

Project name: Staff Development/Voc Resources

Project abstract and results: The outstanding project activity to be shared is the on-going curriculum change project entitled: Facilitating The Future. The foundation of this project is the study and implementation of a critical view of curriculum as well a critical thinking and problem-solving classroom strategies. Because this project is also support by Perkins IIIE and local staff development funding, the project is open to K-14 educators, counselors and administrators. For two weeks during the summer and five follow-up sessions during the school year, teachers focus on "How can we maximize student potential as they flow through the educational system?" and "How can we better prepare students for the world of work?" Project staff and facilitators assist participants in:

- rethinking what teachers AR teaching and why critically making changes in their teaching practice and their school system, and

- committing to helping their students to be better prepared for life's work

Because the nature of this project is systematic continuous change, participants may remain engaged in the process for three or four years. The concepts worked on are organized by the following cadres:

Cadre V
Critical foundation
Change in education
Change in vocational education
Change in curriculum
Mission development
Local plan development

Cadre IV
Integrating curriculum & learning
Change strategies
Curriculum view
Introduction to team development
Local plan development

Cadres I & II
Assessment
Coaching/Mentoring
Team Leader/Facilitator Training

Media Literacy

Cadre III
How can teams facilitate change?
Team Implementation
Assessment

Technology's role in change process

Eligible recipient: CESA #112

Project number: 4-99121/J30-3

Project name: Tech Prep

Project abstract and results: *Maple*: 1) fall in-service was held at WITC in Superior with Tech Prep and a tour of the college as the emphasis; 2) a team of four teachers and an administrator participated in the DPI "Applied/Integrated" workshop and follow-ups through UW-Stout; 3) curriculum was written for a new Applied Math series of courses which will replace General Math and Pre-Algebra; 4) substitute pay was provided for the district's tech prep team to meet five half-days to develop the 1993-94 plan and prepare for its implementation in 1994-95; and 5) a career oriented advisory program was developed for implementation at the high school level in 1994-95.

Eligible recipient: Kenosha

Project number: 4-27931/J30-5

Project name: Formula Allocation

Project abstract and results: all secondary schools participated in the WECEP program which planned, developed, and implemented a Career Fair which was held at Gateway Technical College. By holding the fair at Gateway and including a tour of the facilities, it is hoped to encourage students to continue their education beyond high school. Employability workshops and motivational session were held an students were divided into small groups to attend workshops. A number of human resource speakers were brought in to help prepare students for the realities of the job application process. Speakers came from small businesses and large employers. Activities included job application, dress codes, and interviewing techniques. The Labor management Council of Kenosha also presenters seminars to our students regarding applications and resumes.

Eligible recipient: Kettle Moraine High School

Project number: 4-13761/J30-5

Project name: Tech Prep

Project abstract and results: All seniors participated in a simulated employment interview along with appropriate pre- and post-information. This project received very favorable response from the student and the 60 business representatives that conducted the interviews.

Eligible recipient: Marshfield

Project number: 4-33391/J30-5

Project name: Tech Prep

Project abstract and results: Exploring Health Careers and Human Relations are two new courses developed for students. Fifty-two students are enrolled in Exploring Health Careers and sixty-one students enrolled in Human Relations for the 1994-95 school year. Both courses are needed for the future Youth Apprenticeship program in Health Services. Human Relations was recommended by the Financial Services Youth Apprenticeship Consortium. The financial services youth apprenticeship program will be implemented with three students in fall, 1994.

Eligible recipient: Tomah

Project number: 4-57471/J30-4

Project name: Tech Prep

Project abstract and results: The Tech Prep Consortium effort has grown to involve many professionals. Each district's "team" has developed a local action plan and a committee structure that will produce exemplary efforts in the years ahead. The Tomah School District has allowed for networking among several groups: an exemplary Education for Employment Partnership Council, The Transition Team, and the Tech Prep Team. This collaboration is an exemplary organizational framework that other district's might be able to use as a model for planning and development.

Exemplary Sex Equity

Exemplary programs were identified as those which seemed to conduct project activities in an outstanding manner, were able to meet the goals established for the project, or were those which used an innovative or unusual approach in the development of the project. Both creativity and completeness of effort were considered.

Project name: Regional Staff Development/Technical Assistance Projects

Project abstract and results: All twelve of the regional projects are exemplary in the sense that, because of their efforts, all 427 local districts in Wisconsin have access to trained personnel who can provide staff development in service sessions as well as technical assistance on equity issues. Members of the Wisconsin Vocational Equity Leadership Cadre have become the regional experts in equity and are recognized as such by the local districts. It should be noted that one of the advantages of the regional projects is that information and resources are shared with each other as well as with the local school districts.

In addition, as mentioned earlier in this report, the regional projects have spent many long hours working with local school districts in an effort to meet the requirement that each local district which accesses Carl Perkins funding must have an approved local district equity plan on file at the DPI by June 30, 1994. A total of 344 districts have plans on file, and another set of 13 districts new to Perkins funding in FY '95 have until March 1, 1996 to submit plans to DPI. There is every confidence that those districts will meet that deadline with the technical assistance and support of the CESA projects!

The regional projects are also developing some unique regional expertise, which is not common throughout the entire state, and they are more than willing to share that expertise with the rest of the regions (CESAs). For example, one has an extremely strong Women's History Month effort throughout the CESA; several have done a great deal of networking with other local, regional, and state agencies; several regions conduct staff development efforts via a fiber optic system for the participating districts; some conducted very complete Non-Traditional Occupation/Career Days for a large number of students; and one has begun to examine the gender equity breakout results in other educationally related activities such as the Academic Decathlon! Additionally, almost all of them now have a CESA or regional equity resource center; a wide variety of professional development opportunities, and a newsletter published periodically.

Comments from the CESA Equity Cadre Chairs indicated that the regional networking among districts in the CESA has acted as a way for peer assistance to occur as school districts work with the *Wisconsin Model for Sex Equity in Career and Vocational Education*. It also has resulted in more support for the equity projects by the schools funded through the Carl Perkins Act.

One CESA Cadre Chair (Lance Ellmann, CESA #4) wrote on his final report, "I believe the grass roots efforts of the local school district committees, established through this project, has been the most outstanding portion of this project. These committees have been the driving force for more equitable school climates. They have facilitated policy change, activities for the classroom, resources for the teachers, and they have created an awareness for equity in the educational arena."

Project name: Statewide Equity Project

Project abstract and results: This project has done outstanding work in providing support and technical assistance to the Wisconsin Vocational Equity Leadership Cadre. It has scheduled equity cadre training meetings and provided input into the planning of the statewide equity conference to include both beginning and advanced issue training for cadre members. It has processed the surveys of students and staff members for local districts (19,370 were processed in fiscal year 1994) and has started a vocational equity resource center for use by cadre members.

Project name: Demonstration/Development Projects Promoting Non-Traditional Career Options

Project abstract and results: The demonstration/development/research projects were described earlier in this report. Each was outstanding in its own approach to working with issues related to non-traditional career options. It might be mentioned, however, that the CESA #2 project "Students Teaching Students About Sexual Harassment" resulted in a videotape which can be shared statewide, but which also provides a model for student involvement in projects for other students. Also, Stevens Point's

Contemporary Issues Organization was one of the first in the state to focus on gender issues. In addition, its play, "Alice in Sexual Assault Land" has won national as well as statewide recognition.

Of the total participants who provided participant data, 7,520 or 44% were males and 9,583 or 56% were females. In addition, two percent of the participants were handicapped; one half of one percent were students who spoke English as a second language; one percent was American Indian; slightly less than one percent was Asian American; one percent was African American; three percent were Hispanic American; and the remainder were European American.

Those projects which focused on non-traditional career options served 4,691 participants while the regional staff development/technical assistance and the statewide equity projects served a total of 17,382 individuals. In addition to the direct contact with individuals through program activities and services, the University of Wisconsin-Stout statewide equity project processed surveys for 13,607 female students, 13,352 male students and 5,109 staff members. Conducting these surveys is one of the first steps in a local school district's assessment of where they are in terms of equity for all students. School districts which implement the Wisconsin Model for Sex Equity in Career and Vocational Education as one way of achieving more equitable treatment of students and staff have used this survey.

Exemplary Supplementary Services to Students Who are Members of Special Populations

Criteria: Recipients submitted exemplary information without specific criteria. State staff reviewed information submitted and modified responses according to their respective definition of exemplary. (No criteria.)

Eligible recipient: Beloit Public Schools

Project number: 4-04131/J30-5, 4-04132/J30-5, 4-04133/J30-5

Project name: Tech Prep/Apprenticeship, Special Populations Program, Guidance and Counseling

Project abstract and results: Carl D. Perkins funds were coordinated with other federal funds as well as school district funds to provide vocationally-oriented programs for special populations.

The School District of Beloit has a full-time Designated Vocational Instructor (DVI) with a DVI aide. DVIs continue to be associated with the Industrial/Technology, Family Consumer Education, and Business classes that have a large population of special needs students enrolled.

Cognitive disabled/severe students continue to be enrolled in a Foods and Nutrition/Basic class.

A school district's JTPA coordinator works in the in-school program and summer program for disadvantaged students.

The cognitive disabled/borderline curriculum was revised to be more vocationally based.

The learning disabilities curriculum began planning for curriculum revision and delivery focusing in the core curricular areas using the "applied" focus.

The Life-Centered Career Education (LCCE) program was reviewed by all special populations staff (ED, LED, CDB, JTPA, Alternative Education). The program was purchased. The special populations staff was in serviced on the program and are in the process of integrating it into special curriculums.

The special population work experience program was expanded.

The special population's entrepreneurship project was also expanded.

Eligible recipient: Chippewa Falls School District

Project number: 4-10921/J30-5

Project name: Vocational Tech Prep Ed

Project abstract and results: Title IIC funds helped to bring opportunities for special needs students to participate in learning activities that parallel the SCANS employability competencies and basic skills.

Eligible recipient: CESA #3

Project number: 4-99031/J30-3

Project name: Tech Prep

Project abstract and results: The Carl Perkins consortium has been an active member of the CESA 3 S-T-W cadre established in the special education department. The group piloted its model in two school districts in 1993-94 and is planning to expand. A workshop was held in June involving five school districts to assist representatives to understand school components and work experience models.

Eligible recipient: CESA #6

Project number: 4-99061/J30-3

Project name: Formula Allocation

Project abstract and results: Winneconne High School and North Fond du Lac High School have developed and implemented an Entrepreneurship program utilizing a special needs staff person and a vocational staff person.

Eligible recipient: CESA #08

Project number: 4-99081/J30-3

Project name: Tech Prep/ Cluster A

Project abstract and results: *Marion*--coordination with PIC counsel provided summer related work experiences for several disadvantaged students. The program included an educational component closely articulated to prior instruction.

Eligible recipient: CESA #10

Project number: 4-99101/J30-3

Project name: Tech Prep

Project abstract and results:

- Teenage parent program incorporating prenatal, parenting classes, academic monitoring and vocational education,
- ESL programs in connection with universities to provide ESL/vocational education programming and integration,
- School recycling project implemented including special populations in development and operation of project, and
- Implementation of inclusion model for special populations (with emphasis in vocational programs).

Eligible recipient: CESA #12

Project number: 4-99121/J30-3

Project name: Tech Prep

Project abstract and results: *Maple*: Disadvantaged Students--

- PASS courses,
- Correspondence courses,
- Tutoring program through Upward Bound,
- Summer Program opportunities,
- Upward Bound,
- Youth Conservation Corps,
- Learn & Earn Program,
- WITC evening courses to develop personal interests, and
- Work experience geared toward interest and skill levels.

Eligible recipient: Janesville Public Schools

Project number: 4-26951/J30-5

Project name: Formula Allocation

Project abstract and results: The school district, based on its mainstreaming philosophy, provides equitable services and program/career planning opportunities for both regular education students and students described under special populations. All federal and state mandates are being met with respect to "transition."

Eligible recipient: Kenosha Unified School District No. 1

Project number: 4-27931/J30-5

Project name: Formula Allocation

Project abstract and results: WECEP teachers meet to develop programs that look at serving special populations and which relate to the whole school district's program. These teachers together create and share new ideas that work with the diverse population to be served and spend time developing goals both long- and short- term and a help students make decisions which aid in fulfilling these goals. The CCC Program is used to address academic needs and JTPA competencies. Speakers from the Labor Management Council reinforced class presentations. The purchase of academic and career materials that addressed this population were warmly received by the students. The students attended and participated in a Career Fair held at Gateway Technical College. Services are given to the physically disabled by way of cooperation with the special education teachers to raise the limitations and adapt assignments and work experience to meet the students' needs. ED, LD, and CD students are also served through cooperation with the special education teachers and programs. Efforts are made to prepare teen-parents for jobs will pay them enough to support themselves and their child or children. This is done through class work, field trips and work experience programs including the "School to Work Transition - Pre-Apprenticeship program." LEP and disadvantaged students are also encouraged to apply for these programs.

Eligible recipient: Marshfield

Project number: 4-33391/J30-5

Project name: Tech Prep

Project abstract and results: A vocational teacher assistant and JTPA coordinator provided direct support to special populations who were enrolled in vocational classes. Additional support was provided by EEN teachers in the Skills Center and by the Vocational Orientation in Career Education (VOICE) staff. School supervised work experience was provided for CDB students and for students enrolled in the vocational exploration and job training program.

Eligible recipient: New Berlin

Project number: 4-26951/J30-5

Project name: Program Improvement

Project abstract and results: Individual IEPs are done for each special needs student and individual career counseling and testing is done. Each high school has a DVI who attends vocational classes with the special needs students to assist in any of the Tech Prep education.

Eligible recipient: Tomah

Project number: 4-5747/J30-5

Project name: Program Improvement

Project abstract and results: The school district's Tech Prep/Transition Team has worked diligently over the past five years to provide comprehensive "linkages between vocational education and special education." The Transition Team has implemented the DBVA and collaborative Transition Model and has articulated progress via six subcommittees involving 17 staff. The exemplary program efforts include: job shadowing, a transition employment portfolio, a collaborative communication team, the DVI approach, collaborative transition meetings with parents and key individuals, and the youth apprenticeship effort.

Eligible recipient: West Allis-West Milwaukee Public Schools

Project number: 4-6300/J30-5

Project name: Integration

Project abstract and results: School-to-Work Transition program provided to EEN students utilized an internship program at West Allis Memorial Hospital and The Village at Manow Park Retirement Complex.

Exemplary Consumer and Homemaking Programs

Criteria: Recipients submitted exemplary information without specific criteria. State staff reviewed information submitted and modified responses according to their respective definition of exemplary. (No criteria.)

Eligible Recipient: University of Wisconsin Madison

Project Number: 1330-17-EE-4000

Project Name: Hypermedia Technology: Tools and Strategies for Furthering F/C E Curriculum Guide

Project Abstract and Results: This project was designed to continue the re-conceptualization of Wisconsin's secondary-level Family and Consumer Education programs. The project resulted in the

development of a prototype for using hypermedia to foster higher level reasoning skills. Hypermedia systems consist of both hardware and software that permit the construction of interactive electronic environments for teaching and learning. The prototype developed suggests that hypermedia can serve to help teachers examine, and effect change in, some of the basic elements of traditional teaching-learning structures. These include the predominant view of learning in the classroom, the role of the teacher and of the learner, the relation of students to one another, the nature of appropriate content for Consumer and Homemaking education, the attention given to diverse learner needs, and the nature of assessment. For FY '94, the goal of the project was to further disseminate the F/CE Hypermedia Prototype throughout Wisconsin, to consult with a select group of local schools on the application of hypermedia in F/CE, and to coordinate the hypermedia initiative with other F/CE program improvement initiatives in Wisconsin.

Eligible Recipient: University of Wisconsin-Stevens Point

Project Number: 1330-17-EE-4000

Project Name: Expanding Guidelines for F/CE Courses

Project Abstract and Results: This project was designed to 1) help resource teachers develop an understanding of the working draft of the Guidelines for Curriculum, Instruction, and Student Evaluation in F/CE, 2) help the resource teachers use the guidelines in practice, 3) have resource teachers react to and assist in refining the conceptual framework and guidelines, and 4) develop and pilot-test illustrative samples of lessons and diagnostic assessment tools.

Eligible Recipient: University of Wisconsin-Stevens Point

Project Number: 1330-17-EE-4000

Project Name: Expanding F/CE Guidelines to Include Integrative Approaches

Project Abstract and Results: This project was designed to 1) develop broad learner outcomes that have been accomplished for the state--self-realization, civic responsibility, social compatibility, and employability and 2) explore multiple ways to develop linkages or educational alliances.

Eligible Recipient: University of Wisconsin-Stout

Project Number: 1330-17-EE-4000

Project Name: Parents and Children

Project Abstract and Results: The '94 Parents and Children Resource Guide Project: Phase Four was completed and included in the following noteworthy activities: 1) three two-day meetings for project advisory committee in conjunction with developing and reviewing classroom activities; 2) developed an pilot-tested classroom learning activities consistent with a family focus approach for three modules--the introductory mini module, the near environment/community module, and the societal/public policy module; 3) revised chapters I-IV based on project advisory committee input and project consultant input.

Eligible Recipient: CESA #2

Project Number: 4-99021/F32-3

Project Name: Family and Consumer Education Statewide Leadership

Project Abstract and Results: The new DPI guidelines for Family and Consumer Education have shifted the curriculum focus away from the traditional notion of home economics and redirected it toward the work of the family. To achieve this end, program goals and instructional activities are designed to help students build intellectual skills and make reasoned judgments about family, work, and society. In order to effectively implement the goals of a redirected, family-focused curriculum, teachers need exposure to and leadership in incorporating these new changes into their local level programs. This project offered through the DPI and CESA #2 is an excellent vehicle through which local school district staff may access this technical support. It was determined, through in-service evaluation/feedback from teachers that do appreciate and value these program opportunities.

Eligible Recipient: CESA #5

Project Number: 4-99053/F32-3

Project Name: Family and Consumer Education Demonstration/Development

Project Abstract and Results: The Pardeeville school district created an integrated curriculum entitled "Applied Civics." An overview of the learning styles seminar and general information was presented to the Family and Consumer teachers of 11 districts at a February workshop. Then day one and two of the seminar was hosted on June 13th and 14th to Family and Consumer teachers of four districts. Day one focused on an overview of the research related to learning styles and the "Myers Briggs Type Inventory." Day two discussed the Dunn and Dunn model. Teachers will continue networking together for three more sessions (not cost related to the grant, but an outcome of our initial efforts) on the 4-mat Model and the Dimensions of Learning Concepts.

Eligible Recipient: CESA #5

Project Number: 4-99051/F32-3

Project Name: Family and Consumer Education Staff Development

Project Abstract and Results: The development of the Family and Consumer Education Network in the CESA #5 region has been an answer to the professional development for teachers.

The teachers identify their professional needs; CESA #5 in collaboration with the WHEESE representative facilitate each training. This year the focus was on Integration of Science and Family Consumer Ed curriculum, Skill development for Community Involvement, Outreach and Public Relations, and participation in the summer training for Authentic Assessment.

As a group the F/CE teachers were also added to the mailing lists for Prevention Education publications to facilitate collaboration in the local school district and in the region.

Eligible Recipient: CESA #6

Project Number: 4-99061/F31-3

Project Name: Family and Consumer Education

Project Abstract and Results: From the CESA #6 standpoint, the most effective meeting was held on December 9. It included speakers on Parents and Children, Food and Society, Teen Service and Action, Computer Leadership, Portfolio Assessments, Apprenticeships, Intro to Health, Volunteer '93, dual credit and tech prep integration projects, Mentorships and an extra slot for perusing resources available at CESA #6 in F/CE. This was very well attended, and the evaluations we excellent. A round table type of approach was used.

Several schools have community action programs that included teen service and volunteer work. These include Menasha, Appleton, Kaukauna, and others. This type of activity meets needs of a variety of populations and age groups.

Another major start is integrating ethnic activities. Waupun High School has started a course in this and is very involved with the minority populations. Ripon also does much of this. A few schools have articulated classes with the technical colleges, but mainly in Child Care only. The technical colleges have very little in F/CE activities.

Eligible Recipient: CESA #11-Elmwood

Project Number: 4-99111/F32-3

Project Name: Family and Consumer Education Staff Development Project

Project Abstract and Results: *CESA #11 WHEESE Workshops*: Working through the local WHEESE network planing group, a series of workshops was held during the year. The purpose of these workshops was to review the assessment work done thus far, revisit some of the basics of family and consumer education in Wisconsin. The meetings began with a light support buffet followed by the workshops, usually concluding by 7:30 p.m. The attendance was satisfactory at the first two meetings, and disappointing at the third. The fourth meeting that was planned was canceled. These meetings would assist in the preparation and review for the upcoming summative assessment summer workshop.

Basics Revisited: Pat Thorsbakken was the presenter. The work of the family and relationship to practical reasoning and family systems of action will be the subject of our first meeting, which will be conducted by Pat Thorsbakken. Participants will be preened with an opportunity to expand understanding of concepts central to the "family focus" curriculum approach. This dinner networking meeting will be held at Joseph's Restaurant in New Richmond and will include a light complimentary supper for all those attending. Seventeen teachers participated.

Classroom Teaching: Sharon Gilles was the presenter. Sharon led the group in learning new ways to put the family-focus concepts into action in classrooms. This hands-on session included a complimentary strategies handbook. The meeting was held at Gary T's restaurant with a light supper that cost each teacher about $5.

Diagnostic Evaluation: Ann Mitchell and Elvira Schmidt were presenters, These two teacher-leaders helped teachers review the diagnostic evaluation pieces presented in the summer workshop and helped teachers move beyond that experience. This session was open to teachers regardless of participation in the summer session. A buffet supper was available for teachers. Twelve teachers participated.

Family & Consumer Education: Resource Teacher Project: Partially with this funding and with some additional funding secured, teachers from nine school districts were offered the opportunity to work with coach/mentor teachers. The "coaches" were Pat Thorsbakken and Beverly Johnson. The coaches worked with the other teachers with the Parents and Children curriculum and met as a whole several times during semester II. The resource "coach" teachers met with the teachers individually in the districts at least bi-weekly. Fourteen teachers participated.

"Summit" ive Assessment: Reaching For The Top was held June 16-17, 1994: The three CESA #11 teacher leaders Ann Mitchell, Sharon Nelsen, and Elvira Schmidt were joined by Laura Brooks from CESA #10. These teachers were well prepared and did a very good job leading the two-day session. CESA #10 teachers were invited to participate as well. The teachers developed a picture appropriate for the "summit" theme and tablets were made for each of the participating teachers. The teacher leaders added a few things to the original agenda, developed and used slides and a script on mountains, asked each participant to bring local assessment tools to share and work with at the workshop, and utilized the Dr. Seuss book, Oh The Places You Will Go. Teacher incentives (15 participated) included:

- two professional resources, entitled Probing Understanding and Classroom Assessment Techniques,
- overnight lodging accommodations as needed,
- $50 travel allowance for teachers traveling more than 45 miles,
- curriculum development honorarium of $160,
- "Summit" ive Assessment Notebook, and
- Summit Tablet.

Facilitating the Future: Twelve F/CE teachers participated along with 130 other teachers from the K-12 and technical college systems in this two-week curriculum change project. The foundation of this project is the study and implementation of a critical view of curriculum as well as critical-thinking and problem-solving classroom strategies. Because this project is also supported by IIIE and local staff development funding, the project is open to K-14 educators, counselors, and administrators. For two weeks during this summer and five follow-up session during the school year, teachers focus on "how can we maximize student potential as they flow through the education system" and "How can we better prepare students for the world of work?" Project staff and facilitators assist participants in:

- rethinking what teachers are teaching and why,
- critically making changes in their teaching practice and their school system, and
- committing to helping their students be better prepared for life's work.

Exemplary Integration Into Vocational Education Programs

Criteria: Recipients submitted exemplary information without specific criteria. State staff reviewed information submitted and modified responses according to their respective definition of exemplary. (No criteria.)

Eligible recipient: Beloit Public Schools

Project number: 4-04131/J30-5, 4-04132/J30-5, 4-04133//J30-5

Project name: Tech Prep/Apprenticeship, Special Populations Program, Guidance and Counseling

Project Abstract and Results: Foods/Culture and the foreign language classes and the English/yearbook and the Industrial Technology classes continue.

Principles of Technology and Technical Algebra were implemented. The Technical Algebra curriculum was implemented integrating the CORD Applied Math materials into the established Algebra curriculum. Applied Math II curriculum was developed.

English curriculum continues to be revised to include learning styles and class organization centered around identified work ethics. Staff continues to attend integration workshops and conferences for this program.

Geometry classes coordinate units with the Engineering Drafting and Architectural Drafting.

The Planing process for integration of science and industrial technology units and courses are in the research mode.

Eligible recipient: Chippewa Falls School District

Project number: 4-10921/J30-5

Project name: Vocational Tech Prep Ed

Project abstract and results: Carl Perkins funds were used to design and develop a high school course titled "TV Media Production" which addressed the integration of technology and communication skills. The course was first offered during the 1994-95 school year and is using a team teaching approach with a Technology Education and English teacher.

A two-day (June, 1994) summer workshop in the "Robin Fogarty 10 Models of Curriculum Integration" was provided to train the teachers.

Eligible recipient: CESA #3

Project number: 4-99031/J30-3

Project name: Tech Prep

Project abstract and results: An integration workshop was run in June for teams from six school districts and SWTC to better understand the concept and to begin working on projects to establish better integration. IRI provided the facilitation and this person was given very high ratings.

Eligible recipient: CESA #5

Project number: 4-99061/J30-3

Project name: Tech Prep

Project abstract and results: The best integration activities are at Winneconne High School. However, Horicon High School has implemented Workplace Readiness as an integrated activity--class, plus activities or tasks in all the disciplines. At least one integration unit with another staff person per nine weeks is planned during the prep period. Ripon High School had a late start to plan several applied integrated tasks throughout the entire school.

Eligible recipient: CESA #08

Project number: 4-99081/J30-3

Project name: Tech Prep/ Cluster B

Project abstract and results: Coleman--implementation of a teacher advisory program w/ emphasis on career counseling, implementation of career portfolios, implementation of career maps, expanded existing applied biology curriculum, and conducted formal study of integration modules.

Eligible recipient: CESA #10

Project number: 4-99101/J30-3

Project name: Tech Prep

Project abstract and results: Curriculum integration activities involved:

- integration of power energy and science focusing on principles and operation of hydraulics and pneumatics,

- integration of agriculture and science areas using ecology and wildlife classes to study local watershed,

- integration of math and mechanical/computer-aided drafting,

- integration of middle level science and English--learning science concepts and presenting them through video productions and creating/writing/producing science books,

- integrating of language arts and auto technology--completing in-depth research and presentation of autos, types, history, etc.,

- integration of science e and English to compile data and express results in different written and oral formats, and

• integration of English and technology education (communications) to create, write, and produce a weekly newscast viewed by entire school.

Eligible recipient: CESA #11

Project number: 4-99111/J30-3; 4-99112/J30-3

Project name: Staff Development and Voc Resources

Project abstract and results: The previous described curriculum change project has integration of learning for students built into the project concepts. School districts are developing local teams and beginning work at various levels. The key focus is helping students integrate their learning. This is one of the major thrusts of teachers working together on curriculum change.

Eligible recipient: CESA #12

Project number: 4-99121/J30-3

Project name: Curriculum and Staff Rev--Special Needs/Equity

Project abstract and results: *Mellen*: During the 1993-94 school year, federal funds were used to develop an integrated course for the 9th grade science class. The course was team taught by the science and technology education teachers. Activities were developed in the following areas: mechanical power, fluid power, and electricity/electronics. The course was a semester in length and 42 students were enrolled. *Glidden*: block scheduling and team teaching. *Bayfield*: (I MAST) Integrated Math, Science, and Technology.

Eligible recipient: Hartford

Project number: 4-24361/J30-4

Project name: Tech Prep

Project abstract and results: During the past year, English teacher Don Roskom and Business Education teacher Lisa Olson have worked cooperatively to develop the curriculum for a new course entitled "English for the 21st Century." The course will focus on students planning to enter directly into the work force and entrance into technical college. Elements of the CORD curriculum for Applied Communications are being utilized. In this first year, two classes of students were team taught by the above instructors.

During the 1993-94 school year, physics teacher Steve Shields and Technology teacher Frank Gruden visited exemplary programs and research equipment for the CORD curriculum in Principles of Technology. The Carl Perkins funding for the 1994-95 is being used primarily to equip our new science lab for this program. It is hoped that the course team taught by these instructors is up and running in September, 1995.

Eligible recipient: Howards Grove

Project number: 4-26051/J30-4

Project name: Integration of Voc/Academic Classes

Project abstract and results: Applied Math I has been offered and taught in almost all of the schools within the five-school consortium; Applied Math II is scheduled and/or taught in the schools in the consortium; Applied Bo-Chemistry has been offered in two schools; Advanced Placement Chemistry has been offered in one school for two years; Advanced Placement Biology has been offered in one school for two years; Applied Communications has been offered in three of the schools for the past two years; and Principles of Technology has been offered and proposed in three of the schools.

Eligible recipient: Janesville

Project number: 4-26951/J30-5

Project name: Implementing Voc Ed/Ex EEN Services

Project abstract and results: Biotechnology--Parker High School implemented year-long pilot integrating Biology and Agribusiness on a team taught basis. Principles of Technology has been developed and will be implemented on a team-taught basis at both Parker and Craig High Schools in FY '95. CORD Applied Mathematics is being implemented at Craig and Parker High Schools. Fifty high school and middle school teachers participated in week-long business internships this past summer--primary objective was to observe and participate in tasks applied in the "real world" for subsequent transfer into classroom learning activities in terms of applied emphasis. Tech Prep/School-To-Work planning conference brought together forty-five business representatives with an equal number of teachers/counselors/administrators to detail specific entry-level competencies required in a broad range of representative occupations.

Eligible recipient: LaCrosse

Project number: 4-28491/J30-5

Project name: Staff Development/Program Improvement

Project abstract and results: International Business I combines foreign language instructors with Business Education instructors. The class culminates with a visit to Chicago and several sites that deal with International Business concerns. Due to the popularity of the course, a second semester of International Business II was approved in 1993-94 by the board of education.

Eligible recipient: Marshfield

Project number: 4-33391/J30-5

Project name: Formula Allocation

Project abstract and results: Curriculum was developed for Exploring Health Careers which will be taught by a Family and Consumer Educator who has collaborated with the science and health teachers and faculty from Mid-State Technical College. The Human Relations course was proposed as a team taught vocational and social science curriculum but staffing from the Social Science department was not available in the schedule so it will be taught by a Business educator. Vocational education curriculums were revised in the Business Education and Family and Consumer Education with concern for integration of applied academics. Agriculture and Technology Education will be updated in 1994-95.

Eligible recipient: Medford

Project number: 4-34091/J30-5

Project name: Tech Prep

Project abstract and results: Members of the science and technology education departments toured several schools in order to view programs relating to Principles of Technology. Teachers from both departments observed lab set-ups, discussed class credit arrangements, and studied curriculum in five area schools in preparation for crating this class locally. Applied academics were also integrated into the High Mileage Vehicle competition. The team of students worked with three Technology Education instructors to combine mathematical, scientific, and technological principles to create a competitive car.

Eligible recipient: Neenah Public Schools

Project number: 4-3892/J30-5

Project name: Integration of Academics and Voc Ed

Project abstract and results: Course planning and development occurred in business education, foreign language, English, and science. Perkins funding resulted in implementation of the International Business, TOM, Technical Chemistry-Technical English for the 1994-95 school year. Mathematics staff developed over one hundred Applied Math activities that can be used to support the theory present within the mathematics curriculum. An integrated Technical Curriculum core team was born. Staff from science, English, Family/Consumer Education, Mathematics, Business Education, Technology Education, Social Studies proposed creating a "house," "pod" and "curriculum within a curriculum." This proposal will be radical in nature from traditional high school curriculum delivery methodology.

The Board of Education continues to support and emphasize the importance of integration activities in Business Education, Science, Technology Education, English, and Mathematics. New Macintosh and IBM/compatible computer labs were purchased. Technology Education has had its area revamped--new computers, walls installed to allow for radio/TV broadcasting, state-of-the-art AUTOCAD software will encourage mathematics and English staff to review curriculum and determine how their units can be integrated with the technology education curriculum.

Eligible recipient: Oak Creek

Project number: 4-40181/J30-5

Project name: Southeastern Suburban Tech Prep Consortium

Project abstract and results: The consortium participated in locally- held integration workshops. Approximately 75 faculty members from the three school districts participated in the workshops. Faculty members from both the academic and the vocational education staffs were involved in the workshops. Administrators from the three school districts also actively participated in the integration workshops.

Eligible recipient: Oshkosh

Project number: 4-41791/J30-5

Project name: Tech Prep Consortium

Project abstract and results: A mathematics teacher and an industrial technology teacher at Oshkosh West High School have developed a one semester Applied Mathematics course for ninth and tenth graders, using woodworking, electronics, power mechanics, graphic arts, and metal fabrication laboratory facilities as the basis for the program. Both instructors reviewed CORD materials and developed a unique program based on individual students needs. This program has attracted at-risk and EEN students who have difficulty learning mathematical principles, primarily because students are "turned off" to the traditional methods of mathematics instruction. This program is designed to utilize the learning styles of the students and is individually designed for student needs. A high number of students entering the program lacked skills in measuring which should have been learned in elementary school. The instructors have been available to assist student learning process and have also developed an enthusiasm for learning which has dramatically increased student attendance rates. The instructors are currently following up students in the '94 program to measure continued success in subsequent mathematics courses. An applied geometry program has been approved for implementation starting in August, 1995.

Eligible recipient: Platteville Public Schools

Project number: 4-43891/J30-5

Project name: Tech Prep

Project abstract and results: Platteville High School offered two new integrated courses in 1993-94, Principles of Technology and Biotechnology. These are taught by Technology Education and Physics teachers and Science and Agriculture teachers, respectively. Two more integrated courses for the 1994-95 were developed, Principles of Engineering and English and Technology. These will be taught in 1994-95 by Science and Tech Ed teachers and English, Business and Technology Education teachers, respectively.

Eligible recipient: Plymouth Public Schools

Project number: 4-4473/J30-5

Project name: Tech Prep and Integration

Project abstract and results: Automotive Tech/Applied Communication class called Automotive Technology Communication is team taught.

Eligible recipient: Sheboygan Public Schools

Project number: 4-52711/J30-5

Project name: Tech Prep

Project abstract and results: The chairman of the citywide Science Department has taken the initiative to work with the Science and Technology Education Departments to develop a career path-oriented science program for students in Tech Prep programs.

Eligible recipient: Superior Public Schools

Project number: 4-56631/J30-5

Project name: Tech Prep

Project abstract and results: A business education and English teacher each worked together to design an Applied English/Communications course titled "English 21." Other resources used were the CORD Applied Communications curriculum. Together teachers worked with respective departments and administration to develop the course and get it approved through the required channels (including Board approval). Fifty students signed up and the course is scheduled to begin September, 1994.

Eligible recipient: Watertown Public Schools

Project number: 4-61251/J30-5

Project name: Tech Prep/Special Pops

Project abstract and results: The Biotechnology program was started this year. This is a team taught course between Agrisciences and Science. What is exemplary about this program is that science began to work with vocational on a program. Because of this, other areas are starting to express interest in this kind of programming.

Eligible recipient: West Allis-West Milwaukee Public Schools

Project number: 4-63001/J30-5

Project name: Integration of Academics and Voc Ed

Project abstract and results: The school district has completed the first year of an Applied/Integrated Academics Program involving Applied Communications, Applied Math, and Principles of Technology, which incorporated a Technology Education team teaching arrangement. Teachers were scheduled with a common prep period.

Exemplary Career Guidance and Counseling

Criteria: Recipients submitted exemplary information without specific criteria. State staff reviewed information submitted and modified responses according to their respective definition of exemplary. (No criteria.)

Eligible recipient: Beloit Public Schools

Project number: 4-04131/J30-5, 4-04132/J30-5, 4-04133/J30-5

Project name: Tech Prep/Apprenticeship, Special Populations Program, Guidance and Counseling

Project abstract and results: The School District of Beloit's Guidance Department has been developing a K-12 Wisconsin Developmental Guidance Program over the years.

The delivery of career education began a new research/planning stage. The school district will be instituting changes in their educational process. The changes will involve a middle school/4-year high school format, graduation credits will be increased and a 4-block class schedule will be instituted for 1994-95.

The development of student portfolios was initiated in the career center/student services facilities by the career education aide.

Completed the base-line information gathering from graduation follow-up surveys.

Eligible recipient: Chippewa Falls Schools

Project number: 4-10921/J30-5

Project name: Vocational Tech Prep Ed

Project abstract and results: Six school districts within the Chippewa Valley Area formed a consortium and planned a two-day Regional Career Day for 10th grade students.

A monthly career speaker program at Chippewa Falls High School was introduced. Each month there is a different career area with students.

A school district level committee was formed to address how student career portfolios can be used to improve student career planning and decision making.

Eligible recipient: CESA #3

Project number: 4-99031/J30-3

Project name: Tech Prep

Project abstract and results: A very successful spring meeting was held at SWTC for area counselors to look at the portfolio concept. Two local presenters and a WCIS representative covered many aspects and examples of career portfolios. Several samples were distributed and discussed. A follow-up meeting in the fall was requested.

Eligible recipient: CESA #6

Project number: 4-99061/J30-3

Project name: Tech Prep

Project abstract and results: Many CESA #6 schools in cooperation with Moraine Park Technical College and Fox Valley Technical College met to discuss piloting aptitude, interest, ability, and learning style tests as well as personality tests. These have been developed and will be implemented during the 1994-95 school year. Tests that will be piloted will be the DAT, the Strong, COPSS, CAPES, AD CAPPS and others.

Eligible recipient: CESA #10

Project number: 4-99101/J30-3

Project name: Tech Prep

Project abstract and results:

- career development portfolios implemented,
- career fairs, mentorship, job shadowing, advisor/advisee and awareness activities implemented,
- continued assessment of graduate for further programming and career guidance needs, and
- diversified occupations program integration 7-12 including job shadowing, mentoring, portfolio development and work-based learning experiences for many occupational areas.

Eligible recipient: Hartford

Project number: 4-24361/J30-5

Project Name: Tech Prep

Project abstract and results: Clusters Booklet: the Tech Prep committee developed six career cluster booklets similar to the Woodland, California model. These are being used by counselors, students, parents, and teachers to inform individuals relative to career titles, post-high school education, and overall high school course planning; WCIS: a subscription was purchased to the Wisconsin Career Information System. Students have been trained by counselors in classes on how to access the system on the school-wide computer network (on library computers). Counselors have access to this information right on desktop computers when meeting with students on a one-on-one basis; Differential Aptitude Test: all juniors are administered the DAT test early in their junior year. This test measures both academic and non-academic aptitudes; mechanical, special relationships, and abstract reasons; and links aptitude and abilities with job interest. It also assists with linking student job ideas by their interests and helps with course selections by student interest; Portfolio Planning: all five counselors and the LVEC met in a workshop on June 13-14, 1994 to develop a plan and strategies to develop and implement a student portfolio program. Information and samples from other schools was shared and a plan was developed for further implementation; Job Quest: on May 25, 1994, a job fair was held in the gym that brought in local businesses and employers to interview and information students relative to summer employment and

future job opportunities in the Hartford, greater Milwaukee area. With the job market in high demand of workers, this helped these businesses recruit employees for the present and helped lay groundwork for future employees. Students were able to find immediate summer employment and were helped to plan for future courses to take in high school relative to what employers suggested be taken. This event targeted seniors planning to directly enter the work force and at-risk students looking for employment.

Eligible recipient: Howards Grove

Project number: 4-26051/J30-5

Project name: Tech Prep

Project abstract and results: Reedsville Schools has developed and implemented a goal setting, career unit with the English, History, and Business Education teachers.

Eligible recipient: Iowa Grant

Project number: 4-2646/J30-5

Project name: Tech Prep

Project abstract and results: Mineral Point planned an advisor/advisee program for implementation in 1994-95 that will focus on career guidance using Career Pathways.

Eligible recipient: Janesville

Project number: 4-26951/J30-5

Project name: Implementing Voc Ed/Ex EEN Services

Project abstract and results: Implemented comprehensive Career Planning Centers at each high school; delivered Career Research Curriculum to all grade 10 students jointly by English teacher and guidance counselor teams.

Eligible recipient: Kenosha

Project number: 4-27931/J30-5

Project name: Tech Prep

Project abstract and results: A new career planing resource was developed for junior high school use. This resource integrate three separate activities which were being used independently with Kenosha Unified junior high school students. These activities were an assessment tool entitled Interest Determination Exploration and Assessment System. Classroom presentations were developed along with posters to assist students in the career awareness process.

Eligible recipient: Marshfield School District

Project number: 4-33391/J30-5

Project name: School-to-Work Transition

Project abstract and results: A tech prep workshop was conducted with guidance counselors, department chairpersons, administrators, business representatives, and post secondary teachers to update "Connections to Learning: A Course Map Guide." This document will be used with students in grades 6-12 with special emphasis during the new year long Career Quests interdisciplinary course in grade 8. A career portfolio will be developed in this course and used throughout high school.

Eligible recipient: Medford

Project number: 4-34091/J30-5

Project name: Tech Prep

Project abstract and results: A new quarter-long class entitled Life Management was initiated. The class integrates materials from career education, basic skills for living, guest speakers from the local community, and consumer economics. Although taught by a Family & Consumer Education instructor, the high school counselors and Tech Prep coordinator have been strongly involved in the planning and implementation of this course. Guest speakers from the community discussed a variety of career options as well as other services available in the area.

Eligible recipient: Neenah Public Schools

Project number: 4-3392/J30-5

Project name: Integration of Academics & Voc Ed

Project abstract and results: Career Expo XVIII, where some 200 representatives from business/industry representing a variety of careers, occurs each October. The exposition allows students and staff to visit with these representatives to determine necessary skills needed in the work place.

ACT's DISCOVER program provided valuable information to students choosing to enter the world of work or pursue additional education upon graduation. The guidance department utilized the new computer labs to acquaint students with the variety of information provided by the software. Students continue to be involved with personal interest inventories, values inventories, career assessments, youth apprenticeship programs, and are provided with Tech Prep curriculum offerings.

Eligible recipient: Oshkosh Public Schools

Project number: 4-41791/J30-5

Project name: Tech Prep

Project abstract and results: A high school guidance counselor has developed a unique local employment directory for use by all of the school district's eight counselors working with students' career plans. Counselors gain access to this directory through computers connected to the school district's mainframe. This counselor updates the directory every summer.

Eligible recipient: Watertown Public Schools

Project number: 4-61251/J30-5

Project name: Tech Prep/Special Populations

Project abstract and results: During this year, a K-12 Career Guidance program was put in place. It was a program that was developed by the instructors with assistance from district coordinators and guidance. For large school districts, this is an accomplishment.

The Business, Industry, and Education committee hosted all faculty K-12 to a Madison Area Technical College program. This committee is a branch of the Watertown Chamber of Commerce.

The middle school guidance counselors, in conjunction with the high school counselors, are implementing a comprehensive career guidance program. One piece of this is mapping. All courses were mapped and the maps were used with the students. More career coding is being used in working with students and planning student course work.

Measure	Standard		FY 92 Compliance	State	# Districts (1)	% of Reporting	FY 93 Compliance	State	# Districts (2)	% of Reporting
1: Academic Skills	Compliance to Wis. S.118.33			Yes				Yes		
2: Graduation rate - VE Participants	> or = 95% , or 5% inc. from preceding yr.		94%	No	185	78%	94%	No	238	84%
3: VE Completer Follow-up relating to student's VE program area	> or = 90% will be in endeavors relating to sec. VE program area, or 5% inc. from preceding yr.	Education Employment Military Total	44% 20% 3% 34%	No	6	3%	55% 42% 36% 50%	No	106	40%
4: Special Pops Participation in VE	rate > or = rate of general VE population, or 5% inc. from preceding yr.	S Pops General Difference	36% 34% 2%	Yes	149	82%	46% 42% 4%	Yes	196	69%
5: Gender Equity in VE programs	> 25% participation rate by either gender in a program area, or 5% inc. from preceding year	VE-M VE-F	52% 48%	Yes	220	92%	53% 47%	Yes	278	98%
		CHE-M CHE-F	35% 65%	Yes	200	78%	36% 64%	Yes	254	82%
		Ag-M Ag-F	76% 24%	No	58	34%	73% 27%	Yes	114	51%
		Bus-M Bus-F	36% 64%	Yes	151	66%	36% 64%	Yes	192	70%
		HO-M HO-F	14% 86%	No	11	12%	18% 82%	No	35	27%
		Mktg-M Mktg-F	42% 58%	Yes	72	55%	43% 57%	Yes	119	67%
		TE-M TE-F	86% 14%	No	19	9%	86% 14%	No	80	30%
		WHE-M WHE-F	21% 79%	No	48	25%	21% 79%	No	90	39%

(1) Represents number of districts in compliance with the standard from those districts reporting data. Due to lateness of disseminating information, 61 districts were unable to fully report VE participation. Of those with VE participation, not all districts offer all VE disciplines.

(2) Represents number of districts in compliance with the standard either absolutely or have demonstrated progress from the previous year, from those districts reporting data. Of those with VE participation, not all districts offer all VE disciplines.

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FY 92 Measure		# Districts in Compliance	% Reporting Data	# Districts in Non-Compliance	% Reporting Data	# Districts Not Reporting Data	% of Total	Total
1: Academic Skills		na	na	na	na	na	na	302
2: Graduation rate - VE Participants		185	78%	53	22%	64	21%	302
3: VE Completer Follow-up relating to student's VE program area		6	3%	216	97%	80	26%	302
4: Special Pops Participation in VE		149	62%	92	38%	61	20%	302
5: Gender Equity in VE programs	VE	220	92%	20	8%	62	21%	302
	CHE	200	78%	56	22%	46	15%	302
	Ag	56	34%	107	66%	139	46%	302
	Business	151	66%	78	34%	73	24%	302
	Health Occ	11	12%	78	88%	213	70%	302
	Marketing	72	55%	59	45%	171	57%	302
	Tech Ed	19	9%	204	91%	79	26%	302
	WHE	48	25%	142	75%	112	37%	302

FY 93 Measure		# Districts in Absolute Compliance	% Reporting Data	# Districts in Progress Compliance	% Reporting Data	# Districts in Non-Compliance	% Reporting Data	# Districts Not Reporting Data	% of Total	Total
1: Academic Skills		na	na	na	na	na	na	na	na	323
2: Graduation rate - VE Participants		232	82%	6	2%	44	16%	41	13%	323
3: VE Completer Follow-up relating to student's VE program area		14	5%	92	35%	158	60%	59	18%	323
4: Special Pops Participation in VE		154	54%	42	15%	87	31%	40	12%	323
5: Gender Equity in VE programs	VE	278	98%	0	0%	5	2%	40	12%	323
	CHE	245	79%	9	3%	57	18%	12	4%	323
	Ag	103	46%	11	5%	111	49%	98	30%	323
	Business	187	68%	5	2%	82	30%	49	15%	323
	Health Occ	27	21%	8	6%	91	72%	197	61%	323
	Marketing	119	67%	0	0%	58	33%	146	45%	323
	Tech Ed	34	13%	46	17%	187	70%	56	17%	323
	WHE	61	26%	29	13%	141	61%	92	28%	323

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(REV. 10/19/94)

TECH PREP PERFORMANCE MEASURES
VOC.ED.ACT TITLE IIIE

CONSORTIUM: Combined 16 District Totals

Staff Member with Primary Responsibility for Data Collection: Prepared by: Mary Ruhland, WTCSB

Title: Phone: 715-488-2815 Date Prepared: October 19, 1994

Performance Measures	Required Data		1992-93 Baseline	Revised	Goal for 1993-94	Revised	Goal for 1994-95	Goal for 1995-96	Increase at end of 1994-95
I. STUDENT BASED									
1. Increase in students enrolling in technical college the semester following high school graduation. (Based on WTCS Fall Enrollment)	Number	Numerator	3124		7204		6712	7703	3588
		Denominator	21545		51808		38160	38032	21545
	Percent		14.50%		13.91%		18.56%	20.25%	16.65%
2. Decrease in recent high school graduates entering a two year technical college program the semester following high school graduation who need remedial coursework in order to be admitted to or to receive a diploma/degree from the technical college program of their choice. (WTCS)	Number	Numerator	5479		1880		1184	1141	-4295
		Denominator	1900		5479		1880	1184	5479
	Percent		288.37%		34.31%		62.98%	96.37%	-78.39%
3. Increase in students completing a two year technical college program (associate degree or vocational diploma/certificate) within 3 years of initial entry. (WTCS)	Number	Numerator	2861.82		4051		2760	2942	-101.82
		Denominator	5235		8797		5031	5218	5235
	Percent		54.67%		46.05%		54.86%	56.40%	-1.94%
4. Increase in 9th th...gh 12th grade students having written career plans that outline their high school to work and/or high school to postsecondary education plan leading to their future employment goals The ultimate expectation is that all 11th and 12th grade students will have these plans (K-12)	Number	Numerator	24251		126315		103934	138897	79683
		Denominator	61719		213802		153183	158948	61719
	Percent		39.29%		59.08%		67.86%	87.26%	129.11%
5. Increasingly balanced rate of participation by gender within any vocational education HIGH SCHOOL program. The expectation is that each gender will have a participation rate greater than 25%. (K-12)	Number	Numerator	263		735		521	557	258
		Denominator	1343		1343		1343	1343	1343
	Percent		19.58%		54.73%		38.79%	41.47%	19.21%
6. Increasingly equitable rate of participation of special populations in HIGH SCHOOL vocational education program. The expectation is that the participation rate of special populations will be greater than or equal to the school district's general population in vocational education. (K-12)	Number	Numerator	154		804		1815	1877	1661
		Denominator	1236		1236		1236	1236	1236
	Percent		12.46%		65.05%		146.84%	151.86%	134.39%
7. Increase in the number of secondary students in school-supervised work-based learning experiences. (K-12)	Number	Numerator	8627		19322		17960	21751	9353
		Denominator	65109		208919		141667	147317	65109
	Percent		13.25%		9.25%		12.68%	14.76%	14.37%
8. Increase in high school students who successfully completed coursework that would be eligible for advanced standing credit. (K-12)	Number	Numerator	17396		NA		NA	NA	NA
		Denominator	22956		NA		NA	NA	NA
	Percent		75.76%		NA		NA	NA	NA
9. Increase in high school students who applied advanced standing credit to a technical college program after high school. (WTCS)	Number	Numerator	353		370		499	634	146
		Denominator	2092		494		277	367	2092
	Percent		16.87%		74.90%		180.14%	172.75%	6.98%

62

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Performance Measures	Required Data		1992-93 Baseline	Revised	Goal for 1993-94	Revised	Goal for 1994-95	Goal for 1995-96	Increase at end of 1994-95
10. Increase in high school students who earned technical college credit (credit refers to that credit granted by the technical college system for technical college courses. A variety of descriptors have been used with this, including "dual" and "transcripted" credit.) (WTCS)	Number	Numerator	1787		4557		1205	1406	-582
		Denominator	19843		88808		55871	55668	19843
	Percent		9.10%		5.13%		2.16%	2.53%	-2.96%
11. Increase in high school students who applied technical college credit to a technical college program after high school. (WTCS)	Number	Numerator	304		353		213	256	-91
		Denominator	527		304		353	213	304
	Percent		57.69%		116.12%		60.34%	120.19%	-29.93%
II. SCHOOL BASED									
12. Increase in high school courses that are revised and upgraded to include applied and integrated learning activities (i.e., focus on authentic tasks) active learning, and integration of academic and vocational competencies identified in the State Integrated Guide for Curriculum Development. (K-12)	Number	Numerator	892		1850		2495	2815	4145
		Denominator	72		892		1650	2495	892
	Percent		981.11%		238.44%		151.21%	112.83%	586.99%
13a. Increase in SECONDARY teachers, counselors and administrators in internships that result in improved curriculum, teaching strategies or counseling strategies. (K-12)	Number	Numerator	348		508		547	553	1066
		Denominator	11193		11193		11193	11193	11193
	Percent		3.09%		4.54%		4.89%	4.94%	9.43%
13b. Increase in POSTSECONDARY teachers, counselors and administrators in internships that result in improved curriculum, teaching strategies or counseling strategies. (WTCS)	Number	Numerator	47		139		158	156	297
		Denominator	3335		3335		3335	3335	3335
	Percent		1.41%		4.17%		4.74%	4.68%	8.91%
14. Increase of WTCS associate degree programs for which articulated student competencies are developed between secondary and postsecondary teachers and sequenced for grades 9-12 and for the first two years of postsecondary work. (Consortium)	Number	Numerator	11		NA		NA	NA	NA
		Denominator	0		NA		NA	NA	NA
	Percent		ERR		NA		NA	NA	NA
15. Creation or maintenance of mechanisms for sharing jointly developed curriculum among all high schools within the Consortium. (Consortium)	Number	Numerator	1		NA		NA	NA	NA
		Denominator	0		NA		NA	NA	NA
	Percent		ERR		NA		NA	NA	NA
16. Increase in curriculum maps developed for associate degree programs with the highest labor market demand within each technical college district and between each participating high school in the consortium and the technical college. (Consortium)	Number	Numerator	133		880		756	895	1436
		Denominator	624		624		624	624	624
	Percent		21.31%		108.97%		121.15%	143.43%	230.13%
17. Increase in parental / community participation in Tech Prep activities as indicated by the number of parents / students / community members involved in awareness activities, career guidance activities, etc. (K-12)	Number	Numerator	50		NA		NA	NA	NA
		Denominator	0		NA		NA	NA	NA
	Percent		ERR		NA		NA	NA	NA
18. Increase in secondary schools that included Tech Prep in their district wide educational policy statements. (K-12)	Number	Numerator	46		127		144	191	98
		Denominator	586		586		586	586	586
	Percent		7.85%		21.67%		24.57%	32.59%	16.72%

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PI-8101 report totals

	Students with career plan	total
9 th graders	35397	60521
10th graders	35175	58169
11th graders	31811	54857
12th graders	27649	47358

Total Revised courses	1659
total work based learning students	19928

Business/ Industry Internships

VOC ED total	244
GEN ED total	295
Counselors total	52
Administrators total	16